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Psychological Studies

By THEODOR LIPPS

University of Munich

English Translation by H. C. SANBORN
Vanderbilt University

The book is volume II of The Psychology Classics Series edited by Knight Dunlap of Johns Hopkins University. Number one of the series was *The Emotions*, by Lange. This series includes books and monographs needed by psychologists and workers in related fields and which are not generally available because of being out of print, or in a foreign language.

The present volume includes three monographs: *Nature of Musical Consonance and Dissonance*; *the Law of Psychic Relativity and Weber's Law*; *The Space of Visual Perception*. Each touches upon a subject of distinct value to the student and research worker in psychology.

The author, Theodor Lipps, was one of the leading psychologists and philosophers in Europe up to the time of his death in 1910.

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Editorial

The Adaptability of the Kindergarten

LIKE many other human institutions the American kindergarten has a complicated, mixed ancestry. Even a Froebelian fundamentalist would have difficulty in pointing to a kindergarten which traces a pure lineage to its German prototype. Although the American kindergarten received its initial impulse and name from Friedrich Froebel it has been quickened and moulded by many influences.

The spirit of democracy; the humanitarianism of the church mission, of the day nursery, and of the social settlement; the ideals of the child study movement of the eighteen nineties; the liberalization of primary education; the Montessori movement—these and other factors have contributed to the constant reshaping of the kindergarten.

In the past five years still newer forces have pressed like a sudden boring of the tide upon the walls of the kindergarten and have placed a heavy strain upon its adaptability.

In earlier years it seemed as though the adjustment between the kindergarten and the first grade constituted the major remaining problem awaiting solution. It proves, however, now to be a problem of lesser significance. Not the primary child so much as the pre-school child and the parent raise the present big issues of educational reconstruction.

Infant welfare is broadened to include the psychological needs of the young child. Adult education is undergoing remarkable expansion. The kindergarten consequently is in a new world. The nursery school movement with almost dramatic concreteness has precipitated the larger questions of future kindergarten policy.

Ever since its birth the kindergarten has been under recurring necessity of readjustment. This is not due to any inherent weakness of the kindergarten, so much as to its critical position in the educational and social map. There may be areas of relative calm in the interior regions of the map; there never can be complete quiescence along its margin.

If we envisage the public school system as an organism instead of as a map, the need of adaptability in the kindergarten becomes still more apparent; because it is at its margins that a growing organism tends to flourish most and to make its vital contact and its increase.

Does this not mean that the leaders of the kindergarten will be less intent upon the perpetuation and perfection of its traditional structure than upon defining its lines of growth and revealing its hidden resources of adaptation? In spite of its successful resistance against purely academic education, the kindergarten has fallen too much into the mould of the primary school room. Its present age and hour arrangements are much more rigid than they need be. A progressive pre-primary schoolroom is something and marks an advance, but it is not a large enough formula to hold the future or even the present kindergarten.

ARNOLD GESELL,
Yale University.

Speech Development of Children¹

MADELINE DARROUGH HORN

Chairman Child Study Committee, International Kindergarten Union

THE place of language in human progress has for hundreds of years caught the interest of thinking people. Our first knowledge of such an interest, 610 B.C., is in the case of King Psammetichus² of Egypt (reported by Herodotus). The particular language problem troubling this king was: "What is the original language?" Strange enough, his method of finding out smacked of what we choose to call the experimental method and to think of as very modern. He isolated two children with goat herders who were ordered not to speak before or to the children. Since the King thought language was innate, he believed the first untutored words of the children would reveal the original language. When the children ran to the goat herders calling "Bekos," the Phrygian word for bread, the King was quite content to call the Phrygian language the original one. Regardless of whether the conditions for this experiment were well set up and followed or not, the tale is a good one showing how very early in our written history the problems of language began whetting the curiosity of thinking people.

¹The first of a series of articles by the author.

²Sandiford, Peter. *The Mental and Physical Life of School Children*. New York, Longmans, Green and Company, 1913. P. 314-315.

Aristotle³ gave language a crucial place for one desiring knowledge. He said: "For it is the spoken and heard word that is the source of knowledge."

Rousseau⁴ thought it necessary to give directions for Émile's language development. "Contract, then, as much as possible, the vocabulary of the child. It is a great disadvantage for him to have more words than ideas, and to know how to say more things than he can think." Dr. William Payne, who translated the edition from which this quotation is taken, felt this footnote necessary: "It is to be recollected that words are the instruments of thought and that a small vocabulary implies a narrow range of thinking and a low power of intellectual discrimination."

Froebel⁵ in his plan for educating children considered language one of three necessary groups of instruction. He felt language should be so developed that in the best possible way and at all times it would give to the world a true picture of the inner self of each in-

³Hammond, W. A. *Aristotle's Psychology*. New York, The Macmillan Company, 1902. P. 149.

⁴Rousseau, Jean Jacques. *Emile*. Abridged, translated, and annotated by Dr. William Payne. New York, D. Appleton Company, 1917. P. 40 and footnote.

⁵Froebel, Friedrich. *The Education of Man*. Translated and annotated by W. N. Hailmann. New York, D. Appleton Company, 1887. P. 211.

dividual. How often have we all felt that our words and our ways of putting them together did not do justice to our thoughts.

It was not the same angle of the language problem that troubled these thinkers. King Psammetichus wanted to find the original language. Aristotle sought to give language its proper place in the world's make-up. Froebel tried to place it in the education of children. Rousseau was concerned with the teaching of language to one child—Emile. One sees a common factor in the approach of all these thinkers to language problems—that of much theorizing. And, as in the case of Rousseau and Dr. Payne, such theorizing arrives at opposite conclusions. In recent years educators are attempting solutions to language problems by the more laborious and time-taking method of carefully observing and recording the language development of both children and adults and from such data drawing conclusions. A laboratory technique of answering these puzzling language problems is still left to the future.

With the recording and observing of the speech of children, the problems in this field have taken on a more detailed and definite character. Instead of wondering how important language development is, we now ask: How does a baby learn to talk? How does his speech develop in regard to sentence structure, to the parts of speech, to initial sounds? What relation does environment have on speech development? How large can we expect a child's vocabulary to be at different ages? How does the school—nursery-school, kindergarten, primary grades on through the university—help in the development of language? Is there a relationship between the develop-

ment of speech and mental capacity? What are the adult vocabularies in speaking, writing, thinking?

One of the first studies of this observational type was published in 1876 by M. Taine,⁶ a Frenchman. Taine considered the speech development of his child from birth to eighteen months. Darwin⁷ seeing this article by Taine was inspired to report a diary of one of his children which he had made in 1839 and which had a few meager references to the child's language development. About the same time two studies similar to Taine's by Humphreys⁸ and Holden⁹ were published. Many studies of the speech development of babies have been added to these early ones.

About 1890 Dr. S. S. Laurie¹⁰ of the University of Edinburgh inspired the first of a list of studies made on the extent of the vocabulary of children in the home by saying in a lecture: "In the child up to the eighth year, the range of language is very small; he probably confines himself to the use of not more than a hundred and fifty words." Dr. Albert Salisbury¹¹ of the State Normal School of Whitewater, Wisconsin, read this statement and thereupon inspired his wife to check the

⁶ Taine, M. Translation of "The Acquisition of Language by Children." *Mind*, 2: 252-259. 1877.

⁷ Darwin, Charles. "A Biographical Sketch of an Infant." *Mind*, 2: 292-293. 1877.

⁸ Humphreys, M. W. "A Contribution to Infantile Linguistic." *Transactions of the American Philological Association*, 11: 5-17. 1880.

⁹ Holden, Edward. "On the Vocabularies of Children under Two Years of Age." *Transactions of the American Philological Association*, 6-8: 58-68. 1875-1877.

¹⁰ Salisbury, Albert. "A Child's Vocabulary." *Educational Review*, 7: 289. 1894.

¹¹ Salisbury, Albert. "A Child's Vocabulary." *Educational Review*, 7: 289-290. 1894.

vocabulary of their five and a half year old child. Dr. Salisbury reported to Dr. Laurie that his child had 1,528 distinct, understood words. Dr. Laurie¹² changed his statement to read: "He probably confines himself to the use of not more than four or five hundred words except in educated families." Still, Dr. Laurie's estimate is far too small for children over three years of age, of average intelligence, and from average American homes.

The Pedagogical Seminary published many studies of the extent of vocabulary of children in the home as well as studies concerned with other language problems. Mrs. Margaret Nice,¹³ who has been untiring in studying the speech development of her own children, has brought together in table form the recent studies of extent of the vocabulary of children in the home for different ages. The table for five-year-olds shows the subject of Mildred Lagenbeck has a vocabulary of 5,948 words, a very large vocabulary for a five-year-old. One of Mrs. Nice's children has a vocabulary of 2,502 words which is nearer the average size for five years.

There are a few studies of the vocabularies of children while in school. Just how much school and home vocabularies will vary we do not know. Dr. James Drever made a study of the extent of vocabulary of Kindergarten children in the Gilmore Place Kindergarten in Edinburgh which is in a poor section of that city. Dr. Drever¹⁴ was primarily

interested in knowing what the vocabularies of children living under adverse conditions would be. Dr. Fowler Brooks¹⁵ studied the extent of vocabulary of a few kindergarten children in Baltimore. Dr. Mudorah Smith¹⁶ studied the vocabularies in regard to sentence structure and rate of increase with children in nursery schools and kindergartens.

The child study committee of the International Kindergarten Union has attempted some further studies of the vocabularies of children in the kindergarten and in the home. These data with interpretations will appear in ensuing issues of *Childhood Education*. The following problems will be discussed:

1. What is the extent and frequency of word concepts of children in kindergarten?
2. In what respects do the vocabularies of kindergarten children from various parts of the country differ?
3. In what respects do the vocabularies in lessons directed by the teacher differ from those lessons not directed by the teacher?
4. What is the nature of the vocabulary of kindergarten children as determined by the use of a Sears-Roebuck Catalogue?
5. In what ways do the vocabularies of children of foreign parents vary from children of American parents?
6. What are the home vocabularies of children up to seven years of age who have attended kindergarten; of those who have not attended kindergarten?

¹² Laurie, Dr. S. S. *Lectures and Linguistic Method in the Schools*. Edinburgh, Oliver and Boyd, fourth edition, 1904. P. 30-31.

¹³ Nice, Margaret. "The Speech Development of a Child." *Pedagogical Seminary*, 24: 239-240. 1917.

¹⁴ Drever, Dr. James. "The Vocabulary of a Free Kindergarten Child." *Journal of Experimental Pedagogy*, 5-6: 28-37. 1919-1923.

¹⁵ Brooks, Dr. Fowler D. "The Vocabularies of Children Ages One to Eight or Nine." *Baltimore Bulletin of Education*, P. 153-155. April, 1926.

¹⁶ Smith, Dr. Mudorah. *The Development of Vocabulary and Sentence Structure in Pre-school Children*. Thesis, University of Iowa, 1925.

Excursions in the Kindergarten¹

The Development of the Experiment

FLORENCE B. EDWARDS

Cleveland Kindergarten-Primary Training School

WALT WHITMAN finds in the child a chameleonlike quality—the disposition to take on the color of his surroundings. He tells of a child who went forth every day,

And the first object he look'd upon, that object he became;

And that object became part of him for the day, or a certain part of the day, or for many years, or stretching cycles of years.

The early lilacs became part of this child,
And grass, and white and red morning-glories,
and white and red clover, and the song of the phoebe-bird,

.....
And all the changes of city and country, wherever he went.

What are the children in *our* kindergartens becoming? This was a question which challenged every teacher in our association. We made a survey of our children's environments in order to answer it. Through the survey we discovered the range of the children's experiences in the home and neighborhood. We found out the nationalities and occupations of the parents; the home conditions and standards, social activities, and neighborhood experiences of the families; and, finally, we surveyed our own kindergarten environments to

see if they could supply what the home environments did not.

As we studied the children's home conditions and daily lives, we found that, in the language of the poet, many of *our children were becoming grassless yards, treeless streets, moving trucks, and smoking chimneys*. Their environments lacked calm and peace, color, and natural beauty. These children needed to see the well-ordered outside world with its obedience to laws; they needed to watch people and children working and playing harmoniously; they needed close companionship with a world of light and color, peopled with children of their own age who felt the same desires that they did; and they needed opportunity for the quiet enjoyment of nature through contact with "great open spaces," where they could see the sky overhead, feel the earth beneath their feet, breathe the fresh country air free of fog and city smoke, hear the birds and bees, and taste berries, fruits, and nuts.

Also, they lacked knowledge of the social forces that influenced their lives, so that they needed contact with institutions that contributed something to their well-being—contact with the farm and market house as sources of supplies; with the post office, police station, and fire department as institutions contributing service; with mu-

¹ Extracts from reports delivered before the Kindergarten Department of the National Education Association at Philadelphia, June 29, 1926.



THE FLORIST "SELLS" EDUCATION



EMBRYONIC FLORISTS

seums and the zoo as places for keeping objects of interest and beauty. Could not these children of ours go forth occasionally to experiences that would make them become for "a certain part of the day" or for "stretching cycles of years" something worthwhile, would they not express themselves in some way?

Miss May Hill, principal, and four critic teachers of the Cleveland Kindergarten-Primary Training School and two teachers of public school kindergartens instituted a series of excursions selected to supplement the children's

they give him incentives and purposes for much work of educational value; and they enrich the content of his mind. But not only do the excursions give each child many worthwhile impressions; they also give the group a fund of common experiences that may be planned and enjoyed together. Thus, by furnishing many common purposes in preparing for such experiences and reliving them dramatically later on, they establish a nucleus for much activity in the self-directed and play periods and in the language arts.

The director of each kindergarten

WHY LADIES CRY FOR EXCURSIONS



AT HOME



ABROAD

experiences with those richer in enjoyment, content, and development. Among these were excursions to parks, post offices, fire stations, flower stores, museums, and the zoo. We recorded the effects of these excursions on the activities of the children.

We found that excursions carefully selected to meet the needs of the child bring him much happiness; they give him many impressions for which he seeks modes of expression; they stimulate dramatic activities in which he portrays the life he has seen and by so doing gains an understanding of it;

decided what excursions were to be taken (this decision was often influenced by the eager requests of the children), and made the necessary plans for carrying them through. Some were planned as the first step in what was hoped would prove to be a unit of work undertaken by the whole or a part of the kindergarten group. Some came about as the culmination of work done by the group. Others were taken as a desirable step in work being carried on by the children. However, the children were never given the idea—nor did they have it—that an excursion

was taken in order to learn this-and-that so that they could do thus-and-so when they returned.

The entire kindergarten group participated in most of the excursions. These groups included from fourteen to forty-one children two and a half to seven years of age, and from four to thirteen adults. In four of the kindergartens the cost was met by a budgeted amount sufficient to buy car fare, or automobiles for conveying the children were supplied by certain of the parents.

Before the excursions were begun *Safety First* was accepted as the motto for both children and adults, even though it may be, as Professor Patty Hill suggests, a middle-age virtue.

Because it was necessary to cross streets and take cars in traffic-congested areas, stringent rules were formulated and strict adherence to them demanded. At the first of the year the children were tagged with the name and address of the kindergarten, so that, should any become lost, they could be brought back.

The many and valuable tangible outcomes of this research are shown by pictures and tabulated results. But there are other outcomes—intangible as yet, for psychologists have not found ways of recording them—that are, perhaps, of even greater value; outcomes that make for emotional stability and a happy adjustment to life.

A Statistical Treatment of Results

HELEN COE CLOWES

Cleveland Kindergarten-Primary Training School

THE six kindergartens that formed the working units for the experiment were very diverse in composition. Bingham Kindergarten neighborhood is one of great poverty and violence, where the making and selling of illegal liquor is the chief means of support of some of the families. There have been three murders in the immediate environment of the kindergarten this year. The gruesome details of raids, arrests, and fights with the police are a vivid part of the children's conversation. One child remarked on seeing a policeman, "There's the guy wot hits you over the head!" Italians predominate in this kindergarten with a sprinkling

of twelve other nationalities. Day-laborer is the chief occupation.

Castle Kindergarten presents a more cheerful aspect. It is practically an all Polish settlement, giving a unified racial and religious group. While there is some poverty there is considerable prosperity. Over half of the fathers work in steel mills.

Hanna Kindergarten is a group with no pure racial strains. The children nearly all speak English so they can be understood, and many fluently. More than half of the children come from broken homes caused by death, divorce, imprisonment, or illegitimacy. It is a dreary colorless neighborhood where people settle who have seen better days,

but either through financial misfortune or moral slackening have reached the dregs of existence. Laborer is the predominating occupation.

Wade Kindergarten is in a crowded downtown district of great poverty. Nunziato on his return to kindergarten after the Christmas vacation gives a vivid picture of this condition. "Santa

One public school group is situated in a district where the homes have lawns and trees. There are forty American children out of a group of fifty-four. Occupations listed include presidents of banks, lawyers, real-estate dealers, and professors. Forty-nine of the mothers are home-makers. There are only two broken homes and these are due to



NOT "THE GUY WOT HITS YOU ON THE HEAD,"
BUT "OUR FRIEND, THE POLICEMAN!"

Claus didn't brang me no electric train." There was evidently nothing else given by Santa to assuage his grief at this omission. There is a mixture of foreign races, chiefly Italian, Negro, and Slav. Principal occupations are day-laborer and shop-worker. The children speak very little English and appear as a group very lacking in initiative and hope and buoyancy which are the natural attributes of childhood.

death. The parents have leisure time for social activities.

The other public school group is situated in a district where there are fine apartments and two-family houses, but much of the district is given over to single houses occupied by their owners. This group has thirty American children out of a group of thirty-one. The fathers are principally occupied in business. There are no broken homes.

These parents, also, have time for social and philanthropic activities.

The statistical study lacks the results of excursions taken in the country owing to the limited period allowed. From February first to the first part of May it was impossible to take such excursions on account of the stormy cold weather that Cleveland experienced. Although the children were taken out in the country later in May, those excursions were not recorded and tabulated as that was too late for this study.

The records of the childrens' various modes of expression for each excursion were kept in a very systematic manner. Each kindergartner had the assistance of practice students. The kindergartners and practice students were assigned a definite number of children and were expected to jot down every verbal expression heard on the excursion or later in the kindergarten, noting the child's name and date of expression. They also recorded all forms of manual expression, dramatic expression, reading expression, printing expression, and number expression when they occurred. These records were copied from the notebooks on to sheets of paper with the proper headings—name of kindergarten, name of excursion, type of expression, date, child's name, and what was said and done.

While tabulating verbal expression we discovered that it fell into these headings: information, desires, satisfactions, criticisms, leadership, and future plans. Therefore a second tabulation sheet was printed and the verbal expression retabulated under the headings indicated.

After the excursion took place and as soon as the bulk of the records was in, the tabulation was started on printed

sheets prepared in advance for the purpose. Expressions were tabulated under the proper headings. For example, under conversation one mark was made for every different thought expressed. In order to designate how long after the excursion the recall was made, the mark 1 was used for each expression given in the first week, the mark 2 for expressions given in the second week, etc. In some kindergartens recalls were given as late as the thirteenth week. T was used to indicate any expression that was directly stimulated by the teacher in answer to her question or in response to any suggestion given by her. B was the mark used to indicate any expression relative to the excursion before the excursion took place.

In all kindergartens but one, every child was given the Stanford Revision of the Binet-Simon Intelligence Test to enable us to discover the relation of ability to expression. For this one kindergarten the scores from the Detroit First Grade Intelligence Test were the only records of ability that were available and the children's records were separated into superior, average, and inferior groups according to the norms for the test. The chronological ages of the children going on all excursions ranged from 3 years and 5 months to 6 years and 4 months. Their mental ages ranged from 3 years to 8 years and 2 months.

At the close of the time allowed for the recording of excursion recalls, the tabulation sheets were assembled and the total results for each child were tabulated. The first set of data derived from the tabulation sheets consisted of totals for every expression for each individual child for each excursion.

The records of the children were grouped according to ability. All children with I.Q.'s of 110 or above were classed as superior. Those children whose I.Q.'s ranged between 90 and 110 were classed as average. Children whose I.Q.'s ranged below 90 were classed as inferior. Of the children classed as inferior many were probably low because of English disability. In spite of this English handicap, some of them scored rather high in verbal expression because they had enough English to speak brokenly, but not enough to enable them to understand the English used in the test.

For each excursion a separate sheet was made showing the totals of every expression from each kindergarten that went on that excursion and the number of children that went. The results were separated into groups of superior, average, and inferior ability. This comprised the second set of data and brought out the following facts: The total number of children who were actually taken on the various excursions was 545. Many children went to five, some to four, some to only two or three, and a few were only there for the last excursion so that the combined number of children taken on excursions was 545 while the total number of different children who went on the excursions was 210. The total number of expressions tabulated was 15,643.

Graph I compares percentage of expressions with percentage of children in each ability group. There were 195 children in the superior ability group and they gave 7767 expressions. That is to say 35 per cent of all the children were in the superior ability group and they gave 50 per cent of all the expressions, 15 per cent above what would be

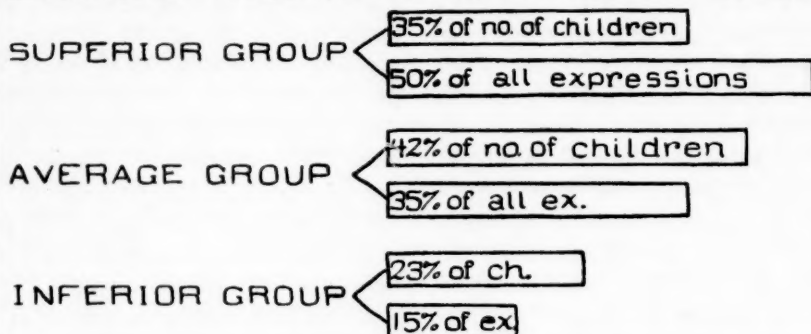
expected from the number of children attending. The 227 children in the average group gave 5487 expressions. Forty-two per cent of all children were in the average group and they gave 35 per cent of the expressions which is 7 per cent below the expected percentage. The 123 children in the inferior group gave 2389 expressions. Twenty-three per cent of all children were in the inferior group and they gave 15 per cent of all the expressions which is 8 per cent below the expected percentage.

Graph II shows for each mode of expression the percentage of expression of each ability group. The superior ability group keeps above the relative 35 per cent of children in every form of expression, giving: 62 per cent of all the desires which is 27 per cent above the expectation, 58 per cent of all criticism which is 23 per cent above the expectation, 58 per cent of all future plans which is 23 per cent above the expectation, etc.

The reading expression in the kindergarten took more often the form of making signs and labels and therefore has a much more manual aspect than the heading presupposes. This explains probably the lower percentage of reading expression for this group and the higher percentage for the average ability group. The lower percentage for conversation is easily explained when we realize that much of the conversation among children, as well as adults, has little content, and therefore when comparing it with the headings that take into consideration content only, conversation naturally falls below.

The average ability group falls below the relative 42 per cent of children in every expression except reading, number, manual, and musical expression. The inferior ability group falls below the

GRAPH I COMPARISON OF EXCURSION RESULTS FOR EACH ABILITY GROUP



GRAPH II COMPARISON OF ABILITY GROUPS FOR EACH MODE OF EXPRESSION



CHILDREN S 35% A 42% I 23%

(Compare percent of expressions for each ability group
with percent of children in group)

S = Superior

A = Average

I = Inferior

relative 23 per cent of children in every expression except dramatic and that is 1 per cent above. The higher percentages in satisfactions, information, and desires point again to the fact that there was much material in this group that was not really of inferior ability.

The second set of data also gave the comparative returns from each excursion. This was expressed in numbers and in percentages for each excursion. For example 130 children attended the Zoo excursion, which is 24 per cent of all the children (545) attending excursions. The Zoo brought forth: 37 per cent of all information given on all excursions which is 13 per cent above the expectation, 24 per cent of all dramatic which is just the expectation, 15 per cent of all reading which is 9 per cent below the expectation.

These data were collected in a table which gave the rank number for each excursion in every mode of expression. For example, Art Museum ranks first in amount of expression for conversation, questions, information, desires, and satisfactions; but drops to second rank under criticism and number; to third rank under musical expression; to fourth rank under future plans; to fifth rank under leadership, reading, and dramatic expression; to sixth rank under manual expression.

From these data a scheme of scoring the various excursions was evolved. The percentages above the expected percentage were added; percentages below the expected percentage were added; and the smaller percentage subtracted from the larger percentage which gave a score in final returns either above or below the expected.

The Art Museum receives a score of

90 above the expected percentage, the highest score of all excursions; the score for the Post Office is 37 above; the Fire Station 18 above; the Zoo 8 above; the Railroad Station 1 above; the Rockefeller Estate is even with the expected percentage; the Natural History Museum is 22 below; the Training School Exhibit 33 below; the Florist Shop 44 below; and the City Hall and Police Station receive the lowest score of all, 65 below.

Certain variables in the situation may have influenced the returns unduly. Probably the most important variable is the type of ability that predominated in the children who went on the excursion. Ability groups were represented on each excursion as follows:

Art Museum;

Superior 43 per cent, average 30 per cent, inferior 27 per cent.

Post Office;

Superior 42 per cent, average 42 per cent, inferior 16 per cent.

Fire Station;

Superior 44 per cent, average 35 per cent, inferior 21 per cent.

Zoo;

Superior 30 per cent, average 43 per cent, inferior 27 per cent.

Railroad Station;

Superior 8 per cent, average 50 per cent, inferior 42 per cent.

Rockefeller Estate;

Superior 66½ per cent, average 33½ per cent, inferior 0 per cent.

Natural History Museum;

Superior 63 per cent, average 32 per cent, inferior 5 per cent.

Training School Exhibit;

Superior 8 per cent, average 46 per cent, inferior 46 per cent.

Florist Shop;

Superior 35 per cent, average 40 per cent, inferior 25 per cent.

Police Station and City Hall;

Superior 38 per cent, average 54 per cent, inferior 8 per cent.

Another variable is the sequence number of the excursion. If the excursion was first in the sequence of four or five there would be a longer time for recalls to be made; if it were last there would be an extremely short time for the recall of experiences. However, there is one condition that makes the first position in the sequence undesirable and that is the student's ability to record. Learning plays an important rôle in the adult's ability to record, therefore the records may be more meager for the first excursion in the sequence. The length of time for recalls may counterbalance this condition. Sequence numbers for various excursions follow:

Art Museum; the Art Museum was the first excursion taken by one kindergarten and the third excursion taken by another, so its sequence number is 1 for one kindergarten and 3 for another.

Post Office; 1 for three kindergartens, 2 for one kindergarten.

Fire Station; 2 for two kindergartens.

Zoo; 4 for four kindergartens, 5 for one.

Railroad Station; 1 for one kindergarten.

Rockefeller Estate; 3 for one kindergarten.

Natural History Museum; 2 for one kindergarten.

Training School Exhibit; 3 for one kindergarten.

Florist Shop; 2 for one kindergarten, 3 for three, and 4 for one.

Police Station and City Hall; 1 for two kindergartens.

Several other variables figured in the experiment. Some excursions gave experiences that enriched the children's daily experiences, such as the daily visit of the postman and the frequent passing of the fire department. Zoo experiences are prepared for in practically every home by animal picture books. The attitude built up in many homes of fear

of the policeman influenced the excursion to the Police Station.

Owing to the variety of conditions that prevailed for the excursion it is imperative to interpret the excursion scores with these variables in mind. The City Hall and Police Station results were combined because the jail was situated in the City Hall. This excursion received the lowest score of all being 65 points below the expected percentage. Its sequence number was 1 in both instances giving ample time for recalls to be made which balances the inexperience of the recorders. From the quality of the ability of the children going on the excursion a much higher score would be expected, as there were 38 per cent of superior ability, 54 per cent of average, and only 8 per cent of inferior ability. This high ability puts this excursion in the class with the Art Museum, Post Office, and Fire Station. Why should there be a difference of 155, 112, and 83 points? The answer probably lies in the attitude of the children in Bingham Kindergarten toward the police, which has been described earlier, and the threatening use that is generally made of the policeman even in better communities. Although the description of the excursion shows that a much better attitude was built up, it will take more than a one-hour visit to counteract the daily contact with the adult attitude in this neighborhood of crime.

The Railroad Station received a score of 1 point above the expected percentage. This result is surprising, when compared with the four excursions receiving higher scores, because of the natural appeal of engines and trains to little children and the universality of the use of train toys as play materials.

Its sequence number of 1 subjects it to the recording ability of untrained recorders, and a glance at the composition of the group gives full explanation. The superior group was only 8 per cent, the average 50 per cent, and the inferior 42 per cent of the total number attending.

The Zoo, an expected favorite, was fourth in the score list, receiving a score of eight points above the expected percentage. The sequence number was 4 for four kindergartens and 5 for one kindergarten. It was the last excursion taken by all groups. The ability of the group was 30 per cent superior, 43 per cent average, and 27 per cent inferior, giving this excursion only a little lower rating in ability than the three excursions that head the list. This score is rather surprising because of the strong appeal of animals to little children but is explained by the shortness of time for recalls as it was the last excursion in every series.

The Art Museum with its score of 90 points above the expected percentage is overwhelming in its evidence of the children's preference. Its sequence number was 2 in one kindergarten and 3 in another, which gave it the advantage of adequate time for recalls of experiences but not of experienced recorders as it was the first excursion the Juniors had recorded in their practice teaching in both kindergartens. The ability of the children was as high or higher than all the other groups for other excursions with the exception of the Rockefeller Estate and Natural History Museum, having 43 per cent of superior, 30 per cent of average, and 27

per cent of inferior children. It was not an excursion that enriched the daily experiences of the children (as color and beauty are sadly lacking in the poorer environments from which these children came) except in two instances—the post card preparation for the Cizek pictures and the subjects of the religious pictures which were familiar to the children. There was not much opportunity for dramatic expression as in the Post Office and several other excursions. The following are probably some reasons for the strong appeal. There was riot of color in the Cizek pictures; the pictures had been painted by children and therefore the subjects were more nearly related to the children's understanding; the children had seen postcard reproductions of many of the pictures and were delighted to recognize them. The religious pictures in the upper galleries were quickly recognized and appreciated. The life-size horses mounted with armored knights were strange to the children but piqued their curiosity evoking much questioning and challenging of statements. The beauty of form in sculpture and the embodying of moods that children understand appealed strongly making one child dramatize at once "The Turtle Baby." The beautiful marble of the floors did not escape their notice. All this appreciation of beauty seems to prove that beauty in any form is appreciated by children no matter what their environment has been. This fact alone points to our duty to bring more of it into the children's lives in our nursery schools, kindergartens, and early primary grades.

What the Teacher Has a Right to Expect from Supervision

W. H. BURTON

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WE MAY open the discussion with a concrete case which throws into relief the question of what the teacher has a right to expect from supervision. An elementary supervisor in a well known city had occasion to introduce into her realm an approved new departure in procedure. She held a series of conferences with the teachers in which she explained the theory, gave concrete illustrations of technique, displayed for the teachers' examination a great amount of new material necessary. At the last conference, time was allowed for questions. All of the teachers had the same questions: "When will you supply us with the material? Where will we get all of this material which is necessary for carrying out this new type of work which you have outlined?" The supervisor replied blandly, "Why, that is your problem, teachers."

Now, was it? This situation raises specifically and concretely the issue as to what the teaching body may reasonably expect from supervision. This particular case is a little astonishing because it is obviously covered by a relatively simple principle of supervision. By means of examination and careful analysis of problems in the light of basic principles of supervision, we can actually say with some degree of certainty just what the teacher may expect.

The basic purpose of supervision is the improvement of instruction or the furthering of teacher growth, however you want to say it. In order to improve instruction supervision will make several attacks; will perform several diverse functions. In all of this complex business of improving learning, what functions are peculiarly the teachers, what functions are peculiarly the supervisors, upon what functions will they cooperate rather intimately? To state the problem again, what has the teacher a right to expect from supervision?

1. First, foremost, and fundamentally, the teaching body may expect from supervision a plan or program of supervision for the semester or year. This will consist of an organized and consistent program of professional activity aimed at certain general and specific goals. The goals are, of course, set up in terms of the specific situation being supervised.

One of the three weak spots in American supervision is, and has been, planlessness. As long ago as 1917, Coffman called attention to this difficulty, saying that supervision did not fulfil its promises. In truth, supervision never made any promises. That is, it did not set up definite objectives to be attained. As someone has said: "A supervisor without a plan is a supervisor without a point of departure and without a des-

tion." It is impossible to determine the value of any piece of supervision unless it is being carried on in terms of a plan or program, definite enough to measure. Supervision is very much more than desultory and random classroom visitation and supervision. It is, if we may use the term, educational engineering. It is the organized attack upon the specific problems of the situation. Much progress is being made in removing supervision from the level of mere classroom visitation, but a recent survey of the country shows that *planned supervision is still largely conspicuous by its absence*. No other important business is carried on without a plan or program.

A good plan of supervision will contain three elements:

(a) A set of clearly stated, definite objectives. These objectives must grow out of the actual situation under supervision. They must be reasonably attainable and few enough to admit of vigorous attack. They may be set up by the supervisor on the basis of careful study, or they may be set up cooperatively by the supervisor and teachers.

(b) A clear cut detailed statement of the means to be used in attaining the objectives set up. The whole range of supervisory activity is at the disposal of the supervisor here.

(c) A set of clearly stated criteria, checks, and tests by means of which progress in attaining the objectives may be measured. This plan should be mimeographed or printed and in the hands of all concerned.

The first thing then, that teachers may expect from supervision, is a plan or program.

2. Teachers may expect from supervision certain definite forms of assistance

in carrying out the plan. It is a basic obligation of supervision that it supply the means of attaining the objectives. There are many forms of assistance which teachers may expect, and we will mention briefly but three here.

(a) Teachers are entitled to training in advance for any new departure or innovation, as the reorganized primary, supervised study, the project method, etc. This will involve discussion of theory, concrete illustrations, discussions of materials, and the opportunity to ask questions.

(b) Teachers are entitled to receive from supervision all of the necessary materials for carrying out programs or direction to definite sources where the materials are to be obtained easily.

(c) Teachers are entitled to individual and special help on specific problems when they call for it.

This matter of giving the teacher assistance raises the delicate question of the balance to be maintained between direction from above and self-direction; between the following of requirements and the exercise of initiative. We might discuss for some hours the concretia of such situations. All that we can do now is lay down a so-called "glittering generality." There should be such direction from above as is necessary to coordinate and unify the work of many individuals. Within the requirements of unity and coherence there should be the utmost opportunity for the exercise of individuality and initiative on the part of the teacher. Another way to state the same thing probably is to say "use your judgment." Whatever may be the merits of this particular argument, however, the original point is quite clear. Teachers have a right to expect in the second place definite assistance in

carrying out the plan for the year or semester.

3. The teacher has a right to know from supervision the standards upon which she is being judged. It is a fundamental principle that supervision proceeds upon the basis of definite, well understood principles. Such of these principles as refer to the evaluation of a teacher's work should be explained to the teacher.

Our standards of achievement have heretofore been set forth in the course of study in standard scores and the like. A new type of evaluation standard is rapidly coming to the front, embodied in observation outlines, summaries, check lists, etc. These check lists are analyses of activities. An activity analysis of classroom work will contain statements of what could, should, does, might happen in the classroom. It is a summary of statements in exact terms of small items of actually observable activity. The activity of either teacher or pupil may be so analyzed. In addition, analysis may be made of materials or conditions. These outlines may be made the basis for observation, discussion, self-analysis, and evaluation.

I digress here a moment to pay my respects to the opposition. There are some people who say that we can have too much analysis; that analysis will interfere with some of the so-called finer things in education. It is practically impossible to present the matter of analytic treatments of educational problems to a group of teachers and not have one or more of them arise to object. Their general point of view is that analysis may be carried too far—that analysis may and does interfere with spirit. Their feeling is that in the last analysis

the spirit, the morale, the atmosphere of the situation is the important thing.

What then, are the relative merits of analytic versus atmospheric supervision? It is not too harsh nor unkind to say that *many people who discuss the evaluation of classroom activity in terms of spirit and atmosphere are dealing literally and figuratively in thin air*. It is not harsh or unkind to say that they do not know what they are talking about. Let it be emphasized most strongly here that we who believe in scientific, objective analysis of teaching and learning, do not for a moment overlook the importance of spirit, morale, and atmosphere. We know how essential these things are. We know another thing, namely, that these things are quite susceptible to analysis. We know a third thing, that until they are analyzed and their component parts thoroughly understood, it is quite useless to talk about improving the spirit of a room, to point out a room in which the spirit is good, or to condemn a room in which the spirit is poor. When we know just exactly why, in minute terms, the spirit in a certain situation is good, we may use that situation to improve another. Until we know just what is lacking in a situation and can point it out, we cannot improve the spirit of the situation. Merely to tell the teacher to improve the spirit of her teaching or her room is to direct her to lift herself by her boot straps. The teacher, then, is entitled to a careful, analytic method of evaluating her work. This will not, as some think, detract from or spoil such things as spirit and morale.

4. The teacher is entitled to an attitude on the part of supervision which is everything in kindly sympathy and

tact but at the same time firm and decisive; an attitude which is fair, impartial, scientific, but none the less human. In his little book on supervision, Wagner has said that there are three unmistakable characteristics of good criticism. They are, *commendation of the good, condemnation of the bad, and suggestion of the better*. The whole attitude of supervision should be constructive, forward looking, and directed toward helping the teacher to grow.

To summarize: The teacher is entitled to expect the following things from supervision.

1. A plan or program of supervision.

- (a) A definite set of objectives.
 - (b) A clear cut statement of the means to be used in attaining these objectives.
 - (c) A statement of the criteria, checks, and tests to be used in measuring progress.
2. Assistance in carrying out the plan.
 - (a) Training in advance.
 - (b) A supply of necessary materials.
 - (c) Individual and special help on call.
 3. A set of objective, analytic standards by which her work is to be judged.
 4. An attitude which is sympathetic and tactful but at the same time, firm and decisive.

I was out one August afternoon, when I came across a group of children playing. Alighting from my wheel—it was before the days of Fords even—I made myself at home with those children and inquired what they were doing. To my great surprise, they told me that, in the middle of that hot afternoon, they were playing school; and went ahead to assign a part to each little child in the group. One was Miss Dunlap, another was Miss Dunhill, another was Miss White, and still another was Mr. Drake, the principal, somebody else was playing Mr. Metzger, the colored janitor. Everyone was given a part except one very little fellow. Going over to him, I inquired what he was doing. He was too small to answer for himself; but the information was imparted, rather gleefully I thought, by one of the little girls, that he was too small to do anything, so they just let him be the superintendent.

—H. B. Wilson.

A Supervisory Program

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VALUES

A SUPERVISORY program¹ is valuable to the following people in the ways enumerated:

1. *Teacher.* A definite supervisory program makes for clear understanding on the part of teachers of what is going on. It indicates to teachers that the supervisor has certain definite purposes, that he is attempting the improvement of teaching results along certain lines, and that he is inviting the cooperation of the teachers. Thus, adjustments are more easily grasped and assented to. Again, a supervisory program is a safeguard to teachers that such work will be attempted.

2. *Supervisor.* It aids the supervisor in thinking out his work more clearly so that a maximum of results can be accomplished with a minimum of time and energy; for it seems impossible to make any professional advance without a definite guiding program. Definite planning usually means worth while planning as well as ability to organize a plan of action and then to carry it through. Such planning helps to make for economical and effective work when attention is concentrated on fundamental objectives, and prevents loss attendant upon haphazard professional work.

¹ Miss Johnson's program, "Best plan handed in," for Dr. Burton's study of supervisory planning.

3. *Superintendent.* Knowledge of the supervisors' program by the superintendent will enable the latter to assist the supervisors in the formulation, criticism, and carrying out of such plans. Again, the superintendent is enabled to make such modifications in the performances as his knowledge of the school and his professional judgment seem to render expedient. The superintendent can study the plans of his supervisors and note the extent to which these plans are realized. The supervisory plan is one of the best means for the administrator to determine the effectiveness of supervision, for it serves as one means of taking stock of supervisory efficiency. The existence of such a program assists in the justification of the work of supervision by establishing objective evidence of its efficiency.

TYPES

Yearly plan. The supervisor should make a general plan of procedure for the year or half-year, just as there is made a course of study for the teacher. The semester or yearly plan should outline the major problems which the supervisor will attempt to meet during the year. The outlining of these problems will not be as easy for a new supervisor as for one who has been in the school before and hence knows the needs and conditions.

Weekly or monthly plan. In addition

to the yearly program the supervisor should work out a weekly or monthly program or working schedule, which would show a definite program of the distribution of time, as well as specific minor problems in method, device, teaching technique, etc., upon which he expects to be working in the direction of each teacher's work for a stated period of time. Weekly or monthly plans should be flexible, but the supervisor will do much more effective work with each teacher if he has definite points in mind upon which to work weekly or monthly until something definite has been accomplished. The working out of good forms to be used in making these various plans will save much time and energy and will be an indication of the supervisor's efficiency. The weekly or monthly plans enable the supervisor to concentrate on one objective and the accompanying technique at one time and then follow the subject or subjects day by day through the grades. For example, motivation of the school work or effective questioning are representative of objectives which require the above type of treatment.

ESSENTIAL ELEMENTS

Dr. Burton has stated that a good supervisory plan will possess as essential elements—objectives, procedures, and criteria.

The supervisor who is trained thoroughly for the job of supervision will be able to formulate major problems which will furnish the working objectives for the year's activities. Such problems should be based on a study of existing conditions and needs. Only a few of these major problems should be undertaken for the year. These prob-

lems should be definitely formulated and stated and should be perfectly capable of solution. Where possible each should be set before the teachers in the form of graphs and diagnostic charts which show conditions and needs. The more teachers are taken into the confidence of the supervisor in his supervisory work, the more teaching is made to partake of the nature of cooperative work between teachers and supervisors for the good of the pupils.

The second big step in supervisory planning calls for specific, detailed procedures which will be utilized in achieving each objective. Some of these activities may be enumerated as follows: teachers' meetings, group and individual conferences, demonstration meetings, classroom visitation work, educational exhibits, special bulletins of instruction. Almost the whole range of supervisory activities can be called into action on this part of the program.

In addition to determining the major objectives to follow in his particular situation and to initiating a constructive attack on these problems, the supervisor must outline a series of checks, tests, or criteria to measure the success of the plan. The supervisor should make as careful a measure of his own work as he is able to do. This matter is just as important as the measuring of the work done by the teacher who works under his direction. The supervisor should be willing to submit his work to the same kind of objective measurements that he applies to measuring the work of the teacher.

The worth of a supervisory program can be determined by the worthwhileness that it makes to the training of teachers and to the improvement of the work of

the public schools. This value can be determined in at least three ways; namely,

1. By measuring pupil growth.
2. By evaluating teacher growth.
3. By measuring the supervisor's activities.

Pupil growth in scholastic attainments can be fairly accurately measured by means of standardized and informal tests. More intangible results such as growth in character traits of self-reliance, ability to cooperate, and others can be judged only by most careful study of the reactions of the pupils.

The supervisor must realize that he has a great responsibility to meet in making the teacher skilful and reliable as a teacher. He must regard the success or failure of the teachers as his own success or failure in a very large degree. In deciding the success of a teacher the supervisor should base his estimate upon two considerations, that is, first, teacher performances as shown by

1. Success in mastering principles of method.
2. Resourcefulness.
3. Success in acquiring skill of technique.
4. Independence of thought in analyzing new teaching situations.
5. Ability to secure the desired results.

The second consideration is the results

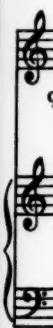
obtained as measured by standardized tests. These two factors should be checked against each other.

The value of a supervisory program can be determined quite objectively and accurately by scrutinizing the supervisory activities quantitatively and qualitatively. A quantitative study of these activities would show the actual duties performed with their frequency of occurrence or the time spent in performing these duties. Graphic representations should be made for each important item. Such a report would be to a considerable degree an indication of the efficiency with which the work has been done. Determining the quality of these actual performances cannot be made on any other basis than that of actual personal contact with the supervisor's work. The administrator must see the supervisor in the classroom directing the teacher, in conference with the teacher, teaching demonstration lessons, conducting observation groups, testing the work of the pupils, and measuring the work of the teachers.

The results of supervisory activities cannot be adequately measured without the employment of a set of standards that are based upon objective data instead of taking mere subjective impressions as the criteria.

I always write the name October with especial pleasure. There is a secret charm about it not to be defined. It is full of memories, it is full of dusky splendors, it is full of glorious poetry.

—Longfellow.



1 Fr

Music Department

THE PUMPKIN MAN¹

Words and Music by KATHLEEN MALONE

Mysteriously

1. His eyes are burn-ing bright, And he has-n't an-y hair, He's
2. He's fun-ny as can be, And he nev-er walked or ran; And

quite a sight in the dead of night, And he seems to say, "Be-ware!"
he can't see ei-ther you or me, For he's just a pump-kin-man!

¹From *The Kathleen Malone Book for Home and Kindergarten*. By courtesy G. Schirmer, Inc., New York City.

Department of Nursery Education

The Education of the Nursery School Teacher

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THE first good results in the nursery school, the youngest and latest member to enter the educational family, brought us face to face with the great problem—where to secure teachers with the type of training necessary for success in this new field. Those who gradually developed a new kind of curriculum for the children out of the experience in the pioneer nursery schools, securing their new knowledge and skill in the hard school of experience, were overwhelmed with demands for help in securing teachers for more nursery schools. The demand was so great that immediate efforts had to be made to open training centers for nursery school teachers.

Those who had built up their own knowledge and skill in experience were forced to analyze this experience in order to trace the sources of their knowledge that they might lend assistance to those who were *endeavoring to build a normal school curriculum for prospective nursery school teachers.*

In our own case this process has been greatly facilitated by "diary records" of individual children, made by trained observers serving in relays to secure an accurate scientific record of all the activities of two or three year old children throughout a whole day. With

large numbers of these records of individual children at our disposal we could list and classify pretty carefully the types of service needed by children of this age. When these were supplemented by "diary records" of skilful nursery school teachers throughout a whole day, we were well on the way to a job analysis of nursery education. We supplemented these records of nursery children and teachers by a listing of the different jobs of a nursery school teacher, again made by relays of trained observers so as to cover all the varied jobs of the teacher throughout the whole day. With these three types of records of activities of children with their typical needs, and the skilful responses to these needs by trained nursery school teachers we could begin to group the teacher's needs for instruction under such headings as psychology, psychiatry, hygiene, nursing and health, nutrition, etc., but *the greatest need of all, no matter what type of knowledge was required, was found to be the art of teaching.*

First and foremost the nursery school director must be a good teacher—able to apply all her psychology, psychiatry, and pedagogy in every situation. It is one thing to know what diet children should have, another to teach them to eat with physical and emotional satis-

faction. It is necessary to know the amount of sleep a nursery child should have, but a still more difficult problem is to teach twenty babies to go to sleep with as little waste of time and disturbance of others as possible.

While all the subjects of a curriculum for a nursery school teacher are not new or unknown in present day curricula for other teachers, *the emphasis is quite different and the knowledge gained is immediately applied* in the psychological and physical care given in the nursery school. In other words, the nursery school teacher has to know and be able to teach successfully all that skilful teachers in the kindergarten and elementary grades require; but in addition to this she must be prepared to carry through with scientific insight, intelligence, and skill the duties of the mother, the trained nurse, and the nutritionist. The faculty then not only includes the services of psychologists, as in all normal schools, but mental health workers, pediatricians, dentists, trained nurses, nutritionists, social case workers, speech corrective experts, parental guidance specialists. While all nursery schools cannot be research centers, the nursery school teacher must be thoroughly schooled in methods of research so that good personality records and studies can be made of every child. The problem of records possible for all nursery school teachers to keep has not yet been solved, but it goes without saying that such records must be kept and the treatment of the child guided in the light of these.

When nursery schools met with their first success in this country, specialists in all these different fields entered upon the work with enthusiasm, and each had to learn through hard experience that

her own specialty was just one angle on the nursery school program. Each had to come to realize that there was much additional knowledge she must acquire before she could put through with success a whole day's duties. This partially explains the great differences in nursery schools all over this country. *While sameness is to be deplored and avoided, variation should not be due to blind-spots in the teacher's mind caused by ignorance.* One does not have to travel far to see these great variations. In one nursery school the diet may be excellent and the teaching execrable. In another the teaching excellent, but ignorance along the lines of nutrition inexcusable. Each of these different fields has contributed much to the nursery school program, but good teaching ability is absolutely essential.

Nor can we calmly neglect the *relation of the nursery school program to the curriculum of the kindergarten and primary grades* which the children are to enter later on. One nursery school teacher was heard to say with an air of superiority and amusement, "My children give great trouble to the kindergarten and primary teachers when they leave us." This was considered a joke on the teachers to whom the children went, but she never questioned her own lack of responsibility to the curriculum and teachers in the later grades.

In addition to the varied knowledge and techniques required for success in the nursery school, we cannot overlook the problem of temperament, personality, disposition, and character. Because of the young child's marvelous ability to absorb unconsciously through imitation much that has to be given through direct instruction in later years, the teacher should be sound in morals and

character and lovable in disposition. She should be what we call, for the want of a better name—"a cultured personality," an embodiment of culture in voice, speech, and in refinement of thought and feeling. While she cannot be expected to be an angel, those who have low ideals and poor habits of conduct can do more damage in these early years than can be estimated. *In these early years virtue, honor, cleanliness of thought and feeling, courage, and reverence are more contagious than measles and whooping cough.* We should establish a more rigid quarantine against contacts with low ideals than in physical disease, for they are as deadly to the soul as disease is to the body.

We have been much interested in making a study of the temperaments of successful nursery school teachers to discover the elements of success. There must be an element of tranquility or serenity combined with an alertness which is not excitable, but quick to see and respond. There must be enjoyment of the children in one's varied

contacts with them, a sense of fun and humor to carry oneself and the children over rough places. Without this the care of such young children would degenerate into drudgery. The enlightenment of the knowledge involved in every response made to child need, plus a deep appreciation of the marvel of growth in baby conquests in small things is absolutely necessary. One must love development and growth as such, even though results are not what the world calls great. To feel oneself as a constant stimulus to growth and conquest in a baby world, where helplessness develops into efficiency, dependence into self-reliance, weakness into strength, gives deep satisfaction to the maternal soul in every good teacher. Froebel tried to voice this to mothers in his day in poor poetry, but with deep meaning, when he analyzed for a young mother her deep satisfaction in caring for her own baby thus:

I am sun from hour to hour
To a little human flower.

Diary Record of a Nursery School Teacher

The following is a record of the responses of an expert teacher to individual children during one school day. A careful study of this teacher record reveals the art of the teacher, in setting standards for improvement in every baby achievement. Every request, every commendation for improvement, every correction or criticism embodies the reasons therefore. In other words, every teacher-response is based on a knowledge of the individual personality being ministered to, leaving in the child's mind standards of behavior not only lifting his present level, but presenting an ideal for future efforts "to better his best."

The record of the teacher was made by Grace Langdon. The morning and afternoon records were taken on different days about a week apart. The ages of the children were eighteen months to four years.

Miss B. was seated in front of victrola with Thomas, one of first there who had been crying when his aunt left. Moved over to desk to talk with psychologist. Thomas stood listening to music, two minutes. Psychologist left. Miss B. took one chair in each hand, put in place. Opened window (Thomas had moved to west side of room was

standing on book another child had dropped on the floor.) Miss B. went to the west side of room. Said, "What is that you are standing on, Thomas?" (Thomas looked down, picked up book.) Miss B. said, "Where shall we put it?" (Thomas put it on table.) Miss B. stopped to talk to another teacher from third floor. (Thomas went

over to table and looked at bird on the table.) Miss B. said, "Thomas, would you like to get some seed for the bird?" Went to closet and brought bird seed to table. (Thomas began filling the cup.) (Edgar Lee bringing in big new blocks. Already had floor covered with blocks laid together for track.) Miss B. said, "Edgar Lee, you won't need any more, will you?" (E. L. said he needed them for his track. Were too large to be used.) Miss B. said, "You have a good many now, haven't you?" (E. L. took blocks back to hall.) Stopped to talk to Mr. Cunningham who came in for child. Said, "Billy, Mr. Cunningham wants you to come upstairs and play with him awhile. You remember Alton went yesterday and had such a nice time." (Billy went, Marie came in.)

Miss B. clapped hands said, "Good morning, Marie!" (Thomas at the bird cage saying something unintelligible.) Went over to table said, "Thomas, will you help fix the bird? Will you bring the basket?" (Thomas went for basket. Marie came, looked at bird, said "Bud.") Miss B. said, "Yes, bird, say bird, Marie!" (Marie tried, Thomas brought basket.) "Thank you, Thomas. What is it, Edgar Lee?" (Edgar Lee had called to her to see this.) "Yes, Edgar Lee, that is a good track." Cut paper for bird cage, (Thomas reached for seed cup.) Said, "We will put this on first, then the seed, see this way." Put paper on tray. (Thomas held seed cup in his hand.) Miss B. said, "Now you can shake the sand in." Gave Thomas sand, said, "That's all the bird needs now." (Thomas had reached for more sand.) Took cage to table, said, "Thomas, will you bring the sand to the shelf?" (Thomas got sand and started for closet.) Miss B. said, "Edgar Lee, I said not to bring any more blocks in now." (Edgar Lee had brought in big blocks which could not be used with kind of track he had. Took them back.) Miss B. said, "Thomas, do you want to climb up and put this on the shelf?" (Thomas was standing with sand in hand looking at the shelf.) Stood back of Thomas while he climbed steps and placed can on shelf.

Talked to Mrs. R. Said, "Marie, I spilled some water. Will you get the mop and wipe it up?" (Marie was sitting at table doing nothing.) Wiped table off. (Marie went for mop.) (Thomas brought train over to tracks. Edgar Lee put out hand, stopped it.) Miss B. said, "Edgar Lee, Thomas wanted to use this train. Will you use the other one?" Walked over to Marie who had mop, said, "That's fine, Marie. Will you wipe this place, too." (Marie used mop.) Came back to where Edgar Lee and Alton had taken the car which Thomas wanted. Said nothing. Trouble adjusted itself. Went and talked to visitor. (Two minutes.) Went to hall. Went to Alton and Edgar Lee behind piano. (Could not hear what was said.) Came over and spoke to another visitor. (Beverly came by.) Said, "Good morning, Beverly. How are you this morning?"

Spoke to another visitor. Walked over to lunch tables, put napkins on table. Took orange juice to tables. Went over to steps, said, "Thomas will you come and have your orange juice?" (Thomas came down steps.) Miss B. took him by hand, walked with him to table. Went over to children playing, said, "Edgar Lee and Alton, orange juice is ready." Turned, said, "Marie, orange juice is ready." (Jerry was kicking blocks which had been used for tracks. Alton and Edgar Lee had stopped playing with them.) Miss B. said, "Jerry, will you put these blocks away? I think Alton and Edgar Lee do not want them now." (Jerry began to pile up blocks he had been kicking.) Went out and spoke to a mother. Came in, said, "Edgar

Lee, Jerry is trying to pile up the blocks for us." (Edgar Lee was hitting block Jerry was piling. E. L. stopped and went away.) Brought orange juice for Beverly who had sat down to table. Followed Frank who had block, said, "Will you put your block away now, Frank, we're going to the roof." (Frank took it to pile.) Said, "Alice, will you put your things on, then come back to get your baby?" (Alice was wheeling buggy with doll in it.) Gave Peter orange juice. (Peter had sat down at table.) Said, "Peter, after you finish your orange juice Mrs. R. wants you to go to the bathroom. Will you remember?" Said, "Beverly, we are going to the roof now? Will you come as soon as you finish that?" (Beverly was adjusting covers on doll bed.) Went to cloak room. Helped Alice put on coveralls, said, "Mary Lou, do you want to go and ride up and down on the elevator?" (Mary Lou was ready to go and waiting.) Helped Alice pull arm through tight sleeve. Said, "Alice, will you remember to ask mother if we may cut off these sleeves? There you are. Now I'll get my hat and coat." Got hat and coat. Said, "Beverly, are you ready to go?" (Beverly still playing with bed.) Fixed Carol's orange juice. (Carol had just come in.) Went to roof. Helped Paul into his overalls, said, "No, put your arm back and I'll show you where to put it. There we are. Now the other. You're a fat little boy with this on aren't you?"

"Miss D., if Edgar Lee would like to take the big wagon and fill it with dirt he may." (Edgar Lee was doing nothing.) Helped Edgar Lee get the wagon out of shelter by holding door open. Took Paul by hand and walked with him to other side. Paul had been putting kiddie kar in Edgar Lee's wagon, E. L. objecting.) Tied open window of shelter of east side. Said to Paul, "Good-by, where are you going?" (Paul had climbed into big box and had waved hand, said, "Goodbye." Children had used the box for a boat the day before.) Said, "Why Frankie G., what is the matter?" (Frank was crying. Had been out of school sick for two weeks. This the first day back. Seemed fretful.) Talked to Mrs. G. Took doll carriage from Miss W. who brought it from other side of roof. Looked at Mary Lou climbing jungle gym, said, "See if you can climb to the very top." (Mary Lou is afraid of heights.) Watched her, smiling. (Went within two rounds of top, came down.) Said, "Frankie will you bring the car over here? Here is a track for it. (Frank had gone to other side of roof. Came back now.) Fixed plank on window sill on east side of shelter. Said, "There, Mary Lou, there is the board." (Mary Lou had stood watching her fix it.) Brought out hammer and nails. Went to other side, said, "Frank, will you come over here?" (Had gone to other side again.) Walked back with him. Said, "Alice, I like the way you keep the dirt in the box." (Alice sitting in box of dirt playing. Carol with her had thrown dirt out. Look at Alice. Got out, scooped up dirt she had thrown out, got in, continued playing.) Said, "Frank, can you ride the kiddie kar this way?" (Frank had got on kiddie kar and started for other side. Walked in front of him to own side of roof. Walked back to beam. (Beverly trying to go up, afraid.) Said, "That's fine, Beverly, you're almost up." Walked beside her (did not touch her), said, "Now, Carol, that's fine." (Carol started up as Beverly got off, afraid.) "There, Carol, you are almost up." Went all the way up.

"Thomas, would you like to help unload that dirt?" (Thomas had said, "My aunt.") Called, "Alton, when we do it so fast we spill it, can you put it in more slowly." (Alton unloading dirt into box.) Came over to Carol

said, "Miss G. wants you, will you go with her?" Brought handkerchief to Frank, stood near plank, said, "That's fine, Beverly." (Beverly going up plank.) Stood back while Beverly and Mary Lou were going up. (Beverly said, "Get back.") Said, "Beverly, if you asked Mary Lou to go down until you get down I think she would." (Beverly said, "Go down, go down." Mary Lou did.) Turned to speak to visitor, one and half minutes. Went over to children. (Paul with hammer, Edgar Lee with kiddie kar. Alton with wagon. Alton trying to pull wagon, Edgar Lee trying to put kiddie kar in wagon from back. Paul pulling at Edgar Lee, all talking loudly.) Said, "Paul, here are some nails. Would you like to use your hammer here?" Gave him some nails. "Alton, would you get us some more dirt?" (Alton started with wagon toward dirt. Edgar Lee jumped into wagon. Paul pounded nails in box.) Talked with visitor. Went to shelter. (Howard had closed door.) Said, "Howard, will you help me fasten this door so we can leave it open?" (Howard held door while she fastened it.) Welcomed visitors (4), who had just come up. (Marie throwing dirt out of box. Said "Marie, look here, see all this dirt. Will you put it back in the box?" Got dust pan and helped her. Put dust pan away. Said, "Ring the bell and tell Miss Q. where you want to go." (Alton had said he needed to go to toilet.) Talked with visitors. (Edgar Lee told of Henry taking kiddie kar to other side.) "Thank you, Edgar Lee, for reminding him." (Edgar Lee had belt.) Said, "Edgar Lee, whose belt is that?" (Edgar Lee said, "It must be Henry's, I must have torn it off.") Said, "You better go and put it on for him." (Edgar Lee went and put belt on Henry.) Talked to mother. (Edgar Lee asked for Alton.) Said, "Yes, Edgar Lee, he will be back soon. He has gone downstairs." (Edgar Lee put one foot on rope swing.) Said, "Can you put your other foot up there, Edgar Lee?" (Edgar Lee climbed the swing and swung one and one half minutes.) Walked up plank and stepped into box (boat) said, "Can you get in too, Beverly?" (Beverly standing on plank part way up. Billy and Carol in box pushing each other, stopped when Miss B. got in.) (Mary Lou got in.) (Alice came up plank.) Said, "Oh, here's Alice. Now I'll sit on this seat with Beverly. Now here we go. Good-bye, Miss D." (Henry came up.) Said, "Henry, are you coming into the boat, too? Will you help him, Alice?" (Henry came up plank pulling kiddie kar.) (Alice got out, helped Henry in.) "That's fine, Alice, I'm glad you helped Henry. Here comes Howard. Will you go with us?" Talked to Miss Q. (Mother seated herself on plank which children usually walked and carried on conversation with teacher concerning her child who was in the boat.) Helped Billy out (needed to go to toilet), helped Beverly out. Got out of boat, excused self to the mother, went to elevator with children. Talked to visitor who stopped her. (Alton pushed Carol over by bumping into her, Carol cried.) Said, "Alton was not looking where he was going. Up you jump, Carol." (Carol stopped crying, got up.) (Edgar Lee knocked Paul's hat off. Paul hit Edgar Lee.) (Edgar Lee had one wagon in the other. Paul tried to take it out.) Miss B. said, "Edgar Lee, do you think it's fair for you to have two wagons? Paul, will you go down now and get washed?" Walked with Paul to elevator. Began to pick up play things. (Alton spilled dirt on far side of roof.) Said, "Alton, it makes our roof look bad to have dirt over here." (Alton cleaned it up.) Set pan behind table in front of fire escape. (Thomas had been putting water there.) (Edgar Lee quarrelling with other children.) Said, "Edgar Lee, you have been bothering the children.

Will you go down and get ready for lunch?" (Edgar Lee went to elevator.) Talked to Mr. Cunningham. Took wagon to shelter. Said, "Alton, that wagon makes it hard for people to get to the elevator. Will you move it?" (Alton had big wagon in front of elevator. Moved it away.) Talked to student teacher explaining why to keep an eye on Beverly on the plank. "Alton, when you throw dirt it flies in Carol's face and Frankie's face." (Alton went away.) (Thomas began to scrape dirt on floor with trowel.) Said, "Thomas, are you going to help pick up this dirt?" (Student swept it up.) "Thomas, here is your shovel." (Thomas went away. Got tricycle, tried to get on.) Watched Thomas trying to get on tricycle. (Peter came up to it.) Said, "Peter, Thomas is using that." Called Peter over to her, said, "Peter, Thomas is trying to get on the tricycle alone. Let's not bother him. (Peter went to edge of roof, stood near railing.) (Alice was throwing pocket book.) Said, "Alice, will you show me what is in your pocket book?" (Peter said, "I saw a sparrow.") Went to him, looked at sparrow, (Alice followed). Held Alice up to look, then looked at things in her pocket book. Said, "That's something Frankie wore to school." (Alton had asked what tassels were.) Said, "Come, Thomas, shall we get ready for dinner? Come, Alice. Come, Alton. We'll go down now." (Thomas said, "I want to ring bell.") Held him up to bell. (Rang it.) Went down, followed children into cloak room. (Frankie dropped handful of dirt on floor.) Said, "Oh, Frankie, see the dirt on our nice clean floor. We'll have to sweep it up." Got dust pan and brush, said, "Frank, will you hold the pan?" (Frank held pan.) "Will you put it in the basket now?" (Frank took pan and poured dirt into basket. Brought pan back.) "That's fine. Now will you put it in the play room?" Went to help Thomas with wraps. Said, "Thomas, this is yours where the little red bird is." (Thomas putting wraps in wrong locker. Billy on cot.) Said, "Are you warm enough, Billy?" Felt his hands, covered him. (Thomas at window asking for aunt.) Said, "She will come after you have had your nap. It is not quite time. Ask Mrs. R. if she is ready for you to get washed." (Frank came in, helped him with coat. Took his hat, "You hang your coat, then you can hang your hat. There." (Frank had tried to hang hat and coat at same time.) Went to play room. Got picture books. Closed bath room door. Got chairs, placed near victrola. (Paul and Frank sat down, Marie came in.) Said, "Doesn't Marie look nice, hair combed, face washed." Put two books behind chair. Opened book, held in front of her. "What is that little boy doing?" (Jack Horner.) "Yes, he's eating his dinner." (Picture of boy with feather in cap. Marie pointed, said —.) "Say feather, feather, Marie. Yes, boy. He is sitting on some logs, some pieces of wood." (Kingsley came up.) "Kingsley, would you like to get a chair and come to look with us?" (Took book behind chair.) "We will look at those after while, Kingsley. Yes that is a gun." (Marie pointed to picture, said, "Bud.") "Say bird, Marie, bird. Kingsley, if you put your foot here Jerry can see better." (Kingsley pulling chair too near Jerry.) "Yes, pat a cake, pat a cake." (Paul said, "Pat a cake," when picture of baker was shown.) "Let's listen, Paul is telling us about it." Said it with him, "Let's say it for Kingsley this time." (Kingsley kicking at chair, turned and looked when name was mentioned. Waved hands apparently pleased when said, "For Kingsley and for me.") (Marie went to big piano. Kingsley went to dresser.) Opened Mother Goose book, "What's this?" (Seesaw Marjory Daw.) Repeated rhyme, sang it, re-

peated again. (Kingsley came back.) "No, Marie, this is the seesaw." (Marie had come back from the piano, said something, did not understand what.) Repeated see saw, sang it, seesawing arms. Sang again. Turned to baker man again, said, "Yes, pat a cake." (Paul had said pat a cake again.) Repeated again. (Paul said, "There's no kitty cat there. Here is the kitty.") (Turned to hey diddle diddle.) Repeated rhyme. (Thomas came, Paul said he had a fiddle.) "Do you play on your fiddle? Oh, it's in your book." Repeated. (Pease Porridge Crooked Man.) Repeated Crooked Man again. (Kingsley left group.) "Frank, Mrs. R. wants you to go to the bathroom to have your face and hands washed for dinner." (Frank went.) (Alton came.) "Will you sit down, Thomas for Alton can't see." (Thomas standing in front of Alton. Alice came.) "That's a fine place, Alice." (Alice had brought chair to side of group.) "What picture would you like to have us look at, Alice?" (Humpty Dumpty.) Repeated. (Kingsley returned.) Repeated again. Children helped. (Kingsley left.) "Here's one about the horse." (Paul said, "Bellon horse.") "You mean about rings on her fingers." Repeated. Turned to picture. (Ride a Cock Horse.) Repeated. (Paul mentioned blocks on opposite page.) "Yes, those are blocks. What picture would you like, Beverly?" (Marie left.) Repeated Cockle Doodle Doo. "Yes, she lost her shoe." (Beverly had said, lost her shoe.) (Mary Lou came.) "What one would you like to look at Mary Lou?" Turned to crooked man. Repeated. (Peter came.) (Mary Lou sang one line Rock a Bye Baby.) Miss B. sang all of it. Turned to picture. Found Jack Be Nimble. Repeated with marked rhythm. Repeated again. Put thumb of left hand up for candle, used other hand to jump. Repeated twice, children helping. "Here's, Sing a Song of Sixpence." (Paul left.) Repeated, pointing to maid in garden. (Thomas left.) Turned to Jack Sprat. Repeated. Said to Peter, "Run to the bathroom and tell Mrs. R. you need some help." (Needed to go to toilet, left. Billy came. Edgar Lee came, began talking loudly.) "Edgar Lee, we were having such a nice time until you came in and began talking so loudly. We would like to have you stay if you could talk softly." (Edgar Lee lowered voice and stayed.) Turned to seesaw. Repeated. (Howard came.) "Thomas, will you do something else. We can't hear when you play the piano." (Thomas pounding toy piano.) (Alton asked about beggar picture.) Said, "Some people take their clothes in a trunk but this man just rolled his up this way." (Peter Pumpkin-Eater.) Repeated. (Carol came.)

"Here's the little boy singing for his supper." Repeated. "Yes, the cow says, 'Moo', but what do the pigs say? Yes." (Mary Lou had pointed to pigs and said Moo.) "Now we have time for just one more picture." (To Market.) Repeated. "Let's tell it once more. Just a minute, Alton. Wouldn't it be better to ask Frank to sit down?" (Alton had pushed Frank.) "Now let's take our chairs for dinner is ready."

Went to table. "Kingsley, will you sit here, please. Thomas will you fold your hands like Paul?" Said grace. "Kingsley, will you hold your bib so I can tie it?" Tied Kingsley's bib and Paul's. Sat down at table. Unfolded napkins. "Wasn't it nice Howard's mother could come to spend the day? Some day Paul's mother is coming." (Howard's mother at other lunch table.) "I like the small bites Paul takes." Ate vegetable. "Use the other end of your fork, Kingsley. That's right." Eating vegetables. "Too much, Frankie, too much. Can you say, 'too much?'" (Frank shook some off his fork.) "Will you have some

toast, Thomas? Take a piece." Passed toast to others. "I don't believe you will need to mash that up, Paul, Miss S. mashed it for you." Continued eating. "Yes, they are pretty flowers. Yes, there is a hole in them." (Kingsley had mentioned flower in center of table.) "Eat some more, Kingsley, then you'll be ready for toast." Helped Frank with fork. Went around to Kingsley, fed him two bites. (Was not eating.) "That's fine." (Kingsley took fork.) Helped Frank. Continued eating. Handed pitcher to Peter. Steadied it while he poured. Handed Thomas pitcher. "Would you like to help pour it, Thomas. I'll hold it too." (Thomas held his hand on side.) Poured his milk. "Kingsley, some more on your fork." (Kingsley went on eating.) Helped Frank with last bites. Fed Paul and Kingsley. (Both had stopped eating.) Gave pitcher to Frank. Held it while he helped. "Kingsley, some more dinner, now." (Kingsley began again.) Held cup for Thomas. "Can you take it in your hand now?" (Thomas took cup.)

12:05 (Chn. were finishing dinner. Kingsley had milk, Henry dessert, Frank milk, Thomas milk.) (Thomas finished milk.) "That's fine, Thomas. Milk all gone." (Frank was almost asleep.) "Can you stay awake a little longer, Frankie?" Held cup for Frank. Frank drank. (Thomas left table.) "Come, Thomas, let's finish your dessert." (Chn. playing noisily on steps.) Went to steps "All ready. Carol and Marie, let's go to the bathroom and get ready for bed." (Carol and Marie left. Jerry came away from other table.) "Jerry, let's finish the milk now." Walked with him to table. Went to bathroom. "Marie, will you put the doll to bed?" (Marie had thrown doll across room.) (Marie picked doll up and put it on bed.) Came back to table. "Fine, Thomas, good dessert, isn't it?" (Thomas had leaned back in chair not eating. Sat up again.) Leaned over, held spoon with him, fed him. Talked to Jerry's mother. (At table, mother guest for the day.) "Here Kingsley, let's bite, bite hard." Held toast to Kingsley. "Yes." (To mother's question "Do you have to teach them to bite?") "They do not know how to bite their teeth together. Mrs. Rose (dietitian) thinks they should have some hard food to bite every day so they have toast." "That's fine, Kingsley." (K. bit through toast.) Held cup for Kingsley. Talked to mother. "Yes, we feel nursery school should be part of the whole educational system." (Mother had said, "It really is a school, isn't it.") Held spoon for Thomas to eat. "All gone Frankie, that's fine." (Frank got up and turned his back to her.) Untied Frank's bib, wiped his mouth. "Good-night, Frankie." (F. went to bathroom.)

Held cup for Kingsley. (K. had stopped drinking.) "Let's put some of this milk down now." (K. drank.) (K. pointed to Jerry at other table, said something.) "Yes, Jerry is through. Isn't that fine? He wiped his mouth too." (Jerry moved away from table.) "Jerry, what about your chair?" (Jerry went back and fixed chair.) "Come here Jerry, I'll untie your bib." (Jerry came.) Untied bib, "Here it is, Jerry." Handed him bib. (Jerry took bib to pail.) "All ready, Jerry, run to the bath room." (Jerry went.) Went to steps, (Henry on steps). "All ready, Henry, here we go to the bath room." (Henry laughed and started down.) Walked beside Henry down steps and to bath room. Went over to Paul (at other table not through). "Here we are, Paul, a little toast now. Almost gone, fine." (Held cup, pushed Paul closer to table.) Back to table with mother. Pushed Thomas closer to table. Talked to mother. Held spoon for Thomas. (Thomas took it and ate dessert.) Talked to mother. (Thomas stopped eating.) Took spoon, fed him. "There

we are, now pop it in." (K. said, "Pup.") "Say pop, Kingsley, pop." (K. repeated.) (Paul began la la la.) "Is it all gone, Paul, milk all gone? I'm coming soon to see if it is all gone." (Paul began drinking.) "Now, Thomas, a little more. There we are." Fed Thomas dessert. (Thomas got up and went away.) "Here, Thomas, you forgot something." (Thomas came, pushed chair under table.) Took off bib. (Thomas took bib to pail.) Held cup for Kingsley. (K. said, "Baby do.") Said, "Say, Kingsley do it." (K. repeated.) Went to Paul, held cup, "A little more, Paul." (Paul drank, Carol came in.) "Well, Carol, who came to your house last night?" (Carol shook head.) "Who rang the bell last night and came into your house?" (Carol said, "You and Miss M.") "It's gone, Paul." (Finished milk.) "Now your dessert." Gave Paul dessert. Talked to mother. Turned Kingsley around (looking at man visiting. Carol asked who the man was.) "Some one who wants to see our nursery school. Here Kingsley, bite, bite, bite." Held toast. "That's a good idea, Carol." (Carol said she would put dolls to bed.) "No, I won't close the door." (Carol had gone into closet, said, "Don't shut me in.") "Now, some more, Kingsley." Held cup for Kingsley. "Say, 'she,' Carol." (Carol said, "Her's going to sleep." Carol repeated, using she.) Held cup for Kingsley, (K. pushed her hand.) "Then drink it quickly, Kingsley. There, that's fine." (K. drank.) Went to Paul, "Fine, Paul, it's almost gone. Finish your toast." Excused self to mother. Went to east side of room. (Thomas playing.) Said, "Oh, Thomas time for bed." Took hand, walked with him to bath room. (T. ran to hall.) Went to hall, said, "Here we go, here we go." Picked Thomas up. (T. laughed.) Sat down in bath room, held him on lap, took off trousers, "There now, we're ready for the toilet." (T. went.) Went into room, said, "Carol, come, it's bed time." Went back to bath room, "Thomas, we're ready to wash now." Turned water, "No, it's not too hot. It's fine. Are you ready for your tooth brush?" Handed Thomas tooth brush. (T. brushed.) Went to room, "Carol, will you go now please." (Carol went.) "All ready, Paul, run to the bath room." (Paul took doll.) "Lay your doll down on the chair while we get ready for bed." (Paul did.) Unfastened trousers. Went with him to toilet. (Carol came in, asked for Jerry's wash cloth for Miss M.) "What is it she wants, Carol?" (Carol repeated.) Gave her Jerry's towel. "Thank you for coming, Carol." "Let's see your hands. (To Thomas) Are they nice and dry? Fine, Thomas, let's wipe this one a little more." Wiped Thomas's hand. (Paul said, "Put hot water in.") Put hot water in lavatory. Gave Paul soap. (Paul had said, "Soap.") "We don't usually use soap after dinner, Paul, but I guess you do need a little." Fixed Thomas's trousers. "Now, Thomas, run to bed. Good-night." Went to room, came back with Paul. "Here's your tooth brush, Paul." Went to room. "Run straight to the bedroom, Carol." (Carol had come back. Went to bedroom.) Followed to bedroom.

Talked to Mrs. R. (assistant). Went to playroom. (Paul had gone in.) Took Paul by hand, "Run to the bedroom. We don't come in here without panties on." (Paul went.) "How about your shoestrings, Paul? Here I'll untie them for you." (Paul sat on chair.) Untied strings. "Here's your baby, you almost forgot her. She almost had to sleep on a chair in the bedroom. Here, she needs a clean cover." Gave Paul clean sheet. "Here, Kingsley, time for toilet." (K. playing at lavatory.) Took K. under arms. (K. jumped feet off floor and laughed.) Took K. to toilet. Took off trousers. "Through, Kingsley?" Took panties from cupboard. "Here we are, let's

put your new shoe in here." Held trousers. (Kingsley put foot in.) Fixed trousers, "Look at your knees! Yes, they are very dirty." (K. repeated, "Yes, dirty knees.") Handed K. brush. "Here's your brush, Kingsley. Yes, brush." (K. said "Brush.") Fixed water? (K. said "Hot.") "Yes, it's too hot, Kingsley. We'll put in some cool." (K. said "Cool.") "Yes, cool, say cool." (K. pointed to knee, said, "Dirty.") "Yes, we'll wash those knees." Got wash cloth, washed one knee. "See, Kingsley, dirty, clean," pointing to each knee. (K. repeated.) Washed other knee. Talked to Miss A. (K. said, "Clean.") "Yes, Kingsley, clean, they're nice and clean." Found roll book for Miss A. Went back to bath room. "Now, your hand." (K. came to lavatory.) Helped wash hand, "That's enough soap. No more." Gave K. brush. "Now wash, scrub. Put your teeth together, K., now, up, down, fine. No, together this way." Showed him. (K. brushed.) "Now your towel." Gave K. towel. (K. used towel.) Wiped arms drier. "Here, Kingsley, here's a wet spot. Let's wipe it dry." Gave K. towel. (K. wiped spot.) Took towel. "Good-night, Kingsley." (K. reached up, kissed her.) "That's nice."

"Marie has gone to sleep, will you be very quiet when you go in?" (K. went, called at door.) Went to bedroom, followed K. to bed, covered him up. Fixed Henry's covers. Talked to Miss M. Took cup to bath room. Got water. (Jerry had burned hand, Miss M. putting soda water on it and needed more water.)

Went to bath room, washed Kingsley's panties. Talked to Miss A. explaining records. Hung panties on radiator. Talked to mother. Got Marie's panties washed, rinsed, hung on radiator. Went to room, took covers off tables, shook them out, folded. Wiped up crumbs. Talked with mother, went to bath room, got pan, water and rag, stopped to talk to Miss S. Came back, washed off tables. Talked to mother. Took water to bath room. Took table cloths to bath room, washed, rinsed, hung them on radiator. Took basket of bibs to bath room, washed and rinsed. Went to kitchen. Put bibs in pail, filled with water, put over fire. Left room, (two min.). Fixed records. (Fire engine shrieked.) "Oh, that may waken some of them." Went to bedroom. Looked in. Came back. "No one awakened that time." (Mother asked if it happened often.) "Yes, there is an engine house across the street and there is hardly a day they don't go out while the children are asleep and it nearly always wakens some one." Continued marking roll. Picked up doll clothes. Put away. Straightened chest. Put away play table. Put white chairs in place. Went to closet, got toys. Asked mother if she would like to look at the books the children used. Got books from cupboard. Gave to mother.

Took peg boards and pegs out (three boards). Put them on table. Got toy stove, watering can, small flour sifter, two egg beaters, percolator, placed them in cupboard at east side of room, said to mother, "We put these things all away before dinner because when the open cupboards are full the children do not have the control to enjoy the music and pictures." Got dishes, said, "Yesterday when they got up they had a tea party over there in the corner. I thought today I'd set the table and see if they had any feeling for it." Put dishes on table. Straightened bed. Put out monkey and bear. Put dress on doll. Picked up small hand bag with catch like suit-case catch. Said, "We got this because we thought the children would like to carry things around in it. They do like it but it's the catch that appeals. They work and work with it." Got sewing box and mended doll dress. Mother asked, (looking at book) "Which books are most popular?" Said, "The automobile

book is very popular. The little ones like the Three Kittens very much. They all like the train book. Some like one and some another."

1:55 (Child came to bath room.) "Well, well, who's up? Billy boy. Well, did you have a good sleep?" Unbuttoned Billy. "There we are, now can you take care of yourself? Hold your panties way out." Went to room, got three rugs, spread them out. Went to bath room, buttoned Billy. Turned water, said, "There we are, nice clean bowls. Evelyn cleaned them for us. Where did Evelyn go? She went down to clean Miss W.'s floor." Got gauze from drawer. Sat down, cut gauze. "Come, Billy, we'll fix that sore thumb." Fixed Billy's thumb. Putting on tape, Billy asked what it was. "That is adhesive tape, can you say that?" (Billy said "A piece of tape.") "No, that is ad-hesive tape." Repeated three times. Billy said it. (Edgar Lee came.) "Here's Edgar Lee! How bright your eyes are." (Billy said, "Me too.") "Yes, Billy, yours are bright, too." (Billy said, "Why is she crying?" Visiting child.) "She wants to stay and play with our things." (Fixing thumb while talking.) Rolled up gauze and put away. Talked to Miss M., went to cupboard, got paper doilies, put them on table. Fixed milk, said, "Billy, here's the rug. Do you want to fix your shoes?" (B. sat down.) Put cups on table. Said, "Edgar Lee, do you want to put crackers on the table for me?" Sat down on rug, said, "I'll help you, Billy. It's hard with that sore thumb." Helped him. "That's fine, Edgar Lee." (Billy said, "Why did the little girl come?" Visitor.) "She wants to come to nursery school so her mother came to see about it." Talked to mother. (Edgar Lee finished.) "Edgar Lee, will you put the crackers on the table?" (E. L. went.) "Edgar Lee, that's all the milk we need now." (E. L. was getting more milk.) Talked to mother asking about summer school nursery. (Esther came in.) "Esther, are you ready to fix your shoes?" (Esther went to chest, climbed up and fixed shoes.) Mother asked, "What do you do when you have an accident? Do you scold them?" "No, we try never to make a fuss about it. The children usually can tell when they need to go. With some of the older children we talk to them about it. Peter has accidents often and now, since it is warmer so there is no danger from draughts, we give him his dry clothes and let him struggle with them. He is beginning to understand that he is losing his playtime." (Mother asked what was done with the younger children.) "We try to find out what their rhythm is and follow that. They all have a more or less definite rhythm for the day. Now with Billy we found we were having him go oftener than he needed to so we changed with him. We have to stay with them in the toilet to be sure they use it. For a time we found they were restless at nap time and discovered that they were sitting on the toilet, flushing it without using it, so now we stay with them."

(Edgar Lee at table drinking milk, threw cracker on floor.) "Edgar Lee, is this your cracker?" (E. L. did not answer.) "This is your cracker, isn't it, Edgar Lee? Will you pick it up, then put it in the basket? Then you will have to get another whole cracker." (Edgar Lee picked up cracker, went to basket, saying, "I won't eat another whole cracker.") "Run to the table and get another, Edgar Lee." (E. L. got one, said, "I won't eat it.") "Sit down, Edgar Lee, and let's see how soon you will be through." (E. L. sat down, ate cracker.) "Let's be careful about the crumbs, Edgar Lee." (E. L. asked why.) "It makes our table look so bad to have crumbs on it." Went back to mother. (Mother said, "You never punish them for accidents, then?") "Well of course it is a punish-

ment for Peter but it is a natural consequence. We never use corporal punishment, no." Turned, spoke to Mrs. T., coming for Esther. (Esther at table objected to going.) "Don't you think you better go now. Mother has come? I think she wants you to go with her." (Esther said when she drank her milk. Mother waited.) (Alice fixing shoes on rug.) Sat down and helped her. Got up, went to table, straightened doilies, gave Alice milk, came back to mother. (Edgar Lee talking about robbers.) "Edgar Lee has been full of robbers lately. His father is so tied up with working for his doctor's degree and his mother is ill in the hospital that it leaves Edgar Lee to the care of others and there is no telling what he hears." (Carol came in.) "All right, Carol, here is the rug." (Carol sat down.) Walked away. (Carol sat on rug doing nothing.) "Lace your shoes, Carol." (Carol watching Marie at door, standing looking in.) (Carol went and brought her in.) "Oh, is Marie here? All ready." Walked with Carol and Marie to rug, sat down. Laced Marie's shoes to top, said, "Now, Marie, all ready." To mother, "Marie does the top holes." (Carol's lace came out.) Fixed lace. (Marie did top holes.) "Fine, Marie." Tied Kingsley's shoes. Fixed his garter (both on one leg). "Joke, wasn't it, Kingsley, two garters on one leg." Laughed and pointed to Kingsley's shoe. "What is it, Kingsley?" (Kingsley said, "Shoe.") "Yes, new shoes." (Kingsley repeated.) Tied shoe. "Kingsley, did Mother buy the new shoes?" (Paul came in without trousers.) "Paul, you haven't any panties on, skip, skip." (Paul left.) Got up, went to cupboard, got crackers, put them on table. (Carol called.) Came to rug, tied shoe. (Edgar Lee laughing loudly at table.) "Edgar Lee, are you nearly through? You won't take much longer, will you?" Poured milk for Marie. (Holding cup on face.) "Marie, that is not where your cup belongs." Laughed. "Esther, here is a good bite, chew it up." (Thomas came in, east side of room, went to playthings.) "Thomas, put things down and come have milk." (Put them on floor.) "No, put them in the cupboard, and come to the rug." Helped him, walked with him to rug. Sat down, helped him. Put lace in, handed end to Thomas, "This side, Thomas, pull the string through." (Thomas pulled string through.) Tied, laced right shoe to top. (Thomas said something—could not understand.) (Frank came and went to table.) "You're not ready, Frank." (Frank left.) (Esther cleared her place.) "Fine, Esther, your place looks nice." Took pitcher. (Alice said, "I got my second cup.") Took pitcher back to serving table. (Thomas getting blocks.) "Time for your milk, Thomas." (Thomas came. Edgar Lee pushing big block box from east side of room.) "Edgar Lee, will you put this cover down? Some one is apt to get hurt fingers." (Edgar Lee left box.) Put cover down. Fixed Frank's shoes. (Carol asked for milk.) "Yes, Carol, pour yourself some milk." (Carol did. Billy came from table.) "Billy, look at your mouth in the glass." (Billy went.)

(Esther's mother and Esther leaving, said "Good-night" to Esther and mother. Put Frank down, got his milk. (Frank went to table.) Pushed him closer to table. "Careful, Marie." (Marie spilling.) Held her up in chair. "All ready, Thomas, here we are." (Carol spilled milk.) "Too bad, Carol. Get the mop and wipe it up." (Carol went.) Gave Frank bite of cracker. (Paul sitting on chest E. L. had left in front of doorway.) "Paul, what now? What do we do before we play?" Helped with shoes. (Billy came, showed thumb, wrapping coming off.) "Do you want to go up and ask Miss P. (nurse) to fix it?" (Student offered to go with him.) "I'd like to

see if he can do it alone. Thank you just the same." "Billy, I'll give you a note to her." Helped Marie with milk. "Come on, Billy, we'll get your note." Wrote note. Gave to Billy. (Carol holding big block, pounding it on floor.) "Carol, do you want to go with Billy to Miss P.?" (Carol laid down block, went.) Went to elevator with Carol and Billy. "John, will you help them find Miss P.?" (John is elevator man.) Came into room. "Miss K., would you run up and see if they landed safely." (Edgar Lee building in front of door to hall on west side.) "What is it, Edgar Lee?" (Said "Fig's house.") "Is this the door?" (Thomas at fish bowl.) "Thomas, you haven't finished your cracker." Took him in arms, "We can't play with fish or anything till we've had milk, here we go, here we go." (Thomas laughing.) Sat him down at table near Frank. (Frank began asking her to hold his cup.) "Oh, Frank, big boy, hold your own cup, that's fine." (Frank took cup, looked at mother. (Paul playing.) "Paul, you haven't had your milk, have you? Come on, here it is." (Paul came. Alice came along with all dolls in buggy.) "Alice, how many babies have you in the buggy? Take them out all but one so the other children can have some." (Alice went away. Wheeled buggy to tea table where Marie was playing.) Held Thomas's cup. (Paul left table. Frank got up went to his mother.) "Frank, sit down till you're finished." (Frank sat down.) Went to hall. Back to table. "Put it in your mouth, Frank." (Frank was handing cracker to his mother.) (Kingsley playing with food.) Took cup, held for Kingsley. (K. pushed hand away.) "No, Kingsley, I have to help you, you're so slow. No, I have to hold it." (K. drank. Alice came—doll still in buggy.) "Alice, did you put the other dolls in bed?" Took dolls out all but one, gave it to Alice, said, "Put them to bed now." (Alice went away.) Said to mother, "Alice takes them and puts them all in the buggy and won't let the others have any." Went to table, put Frank in chair, said, "Stay right there until your milk is all gone." (Frank began to eat.) (Kingsley took empty cup to table.) "That's fine, Kingsley." (Howard came to table.) Got his milk. (Kingsley got cloth, wiped table, said, "Floor?") "No, Kingsley, don't wipe the floor with that cloth. Get the mop." (K. got mop.) (Billy came in, thumb wrapped, held it up to her.) "Well, Billy, is it all fixed? That's fine." Talked to mother. Went to table, sat by Thomas, held cup for him. (Frank pushed table.) Got up, fixed table. "Here, Frank, here's your cracker." Fed him. Mary Lou came in. Got milk, said, "Mary Lou, your shoes are not laced." Went to rug. Sat down, helped Mary Lou. (Howard's mother came.) Spoke to her. (Frank crying, his mother had left room.) "Your mother will be back, Frank, finish your milk." (Howard's mother asked if Frank was sick.) "No, he was so sleepy today. He just got up." (Carol showed pegs.) "Yes, Carol, pegs." Helped Thomas with milk. Talked with mother. (Mary Lou called.) "Yes, Mary Lou, I'll help you." Went to Mary Lou, sat down, laced one shoe. (Jerry came in.) "Jerry, come, I'll help you with your shoes." (Carol near. Jerry went to other side of room.) "Carol, will you tell Jerry to come?" (Carol stood up, called twice loudly.) "No, Carol, I asked you to go and tell him." (Carol went, took Jerry by arm, pulled him along. Jerry cried.) "Carol, I asked you to tell Jerry, not to pull him. We do not pull people." Went to Jerry, walked with him to rug, helped him with shoes. Got up, got milk and crackers, got cloth and wiped up milk. Went to rug, tied Henry's shoes. Gave milk to Alton. (Thomas brought mop.) "Oh, Thomas, I'm so glad you brought it. Will you wipe up here?" (Thomas did, had been dragging mop along.) Spoke to Alton's mother. (Alton and mother left.) (Howard's mother and Mrs. G. sitting on box which Edgar Lee had left asked her something—could not hear.)

Stopped, talked to Mrs. G. and Howard's mother. Gave Mary Lou milk. (Billy on steps romping and laughing loudly.) "Billy, you look so hot. Let's not run up and down so fast." (Paul's mother came in.) Spoke to her. (Paul and mother leaving.) "Good-bye, Paul." Shook hands with Paul. Went to table, gave Mary Lou second cup of milk. (Frank playing on block box, which Edgar Lee had left in front of door, fell off, cried loudly.) Got up quickly, went to where Frank had fallen. (Being comforted by mother, Miss K., and Howard's mother, crying more loudly than before.) "That's too bad, Frank, better now, isn't it?" "Edgar Lee, your nurse has come for you. I'll help you put your blocks away." (Edgar Lee was building.) Helped put blocks away. (Howard talked to Jerry at table.)

"Howard, Jerry is finishing his milk. Will you do something else now?" (His mother called him from across room. Went to her.) (Alice trying to take Billy's car, Billy objecting.) "Alice, will you roll up the rugs for us?" (Alice began—Jerry helping. Billy bothering.) "Billy, Carol is rolling up that rug for us, will you roll the other one?" (Billy took other rug.) Opened closet door. (Carol took rug in.) Helped Jerry with milk. Handed Howard cracker. Wiped up milk. Sat down at table. Helped Jerry. (Marie threw pegs on floor.) "Oh, Marie, will you pick them all up for us before mother comes?" (Marie began picking up. Howard walked over, kicked them about floor.) "Howard, will you help Marie pick them up? You can use this basket, Marie will take that one." (Howard and Marie began picking them up.) (Jerry spilled milk.) Back to table. "How did it happen? Let's wipe it up." Gave Jerry cloth. (Jerry wiped it up.) Poured milk. (Marie got book from cupboard.) "Marie, we'll have to put the books away now." Put book away, closed cupboard. "Now, let's pick up the pegs." Helped. (Howard went to mother on block box which Edgar Lee had left.) "Howard, will you help us finish picking up these pegs?" (Howard came back.) "Henry, I shall have to ask you to eat over here?" Took Henry to table in corner. Held cup for Jerry. (Alice's mother came in.) Talked to her. Put away books. (Carol threw watering can off steps.) Picked up, showed Carol dent in side. "See, Carol, our nice can! See what it did when you threw it." Marie's mother came in. "Marie, look here, see who is here." (Marie turned, looked, went on up steps.) (Marie's mother called to her. Finally came down, kissed her and went back. Mother and friend joined group of mothers on block box.) (Frank on steps, mother called him to go. Paid no attention to her. Mother went out of room, saying, "If he sees I am gone maybe he will come." Frank paid no attention. Mother came back, said, "I'll have to take him." Miss B. said, "I'll get him for you." (Mother said she could make him go but she didn't like to.) Miss B. went up steps, said, "Frank, mother is ready to go." (Frank screamed.) Picked him up, said, "Frank, you're going right now without crying or making any fuss." (Stopped crying.) Handed him to mother. Talked to Howard's mother on block box. Began straightening room. (Billy under steps, Carol going up. All talking and laughing loudly and excitedly.) "Billy, will you help me put the blocks away?" (Billy came.) (Howard and his mother left.) "Good-night, Howard. Good-night, Mrs. —." "Henry, will you put the balls away?" (Henry did.) Wiped tables. (Henry went to east side of room, took Marie's doll.) (Marie screamed.) Went to east side of room, took Henry by arm, said, (decidedly) "Henry, we do not take people's things away from them. Give Marie the doll, right now." (Henry took up doll, handed to Marie.) (Marie and mother left.) Finished straightening room, closed desk.

Patsy's New Shoes

For a three-year-old child

AMY BRADY

The following story from the class in Children's Literature was the result of a discussion of "Here and Now" Stories by Mrs. Mitchell. The members of the class tried out the writing of short realistic tales about things of particular interest to children of nursery age. Many of the stories were told to children of pre-kindergarten age and were most successful.—KATHARINE MARTIN, Kindergarten-Primary Department, University of Chicago.

PATSY is going with Mother to buy new shoes. She has on her coat and her hat and her mittens. Mother and Patsy walk right out the front gate and shut it tight. They walk past Wanda's house and past Betty's house and past Ruth's house. Then pretty soon they come to a little green bench near the car tracks. Here they sit down and wait and wait. By and by they hear—clang, clang! and along comes the street car. The car stops and they climb on, and then away it goes faster and faster. Pretty soon they come to the shoe store.

Mother pushes the door very hard to make it open, then they walk in and the door goes bang!

There are many other children and big people too, buying shoes. They must wait a little while. Then a nice tall man very much like Uncle Dick comes and talks with Mother about Patsy's shoes.

He says, "Does the little girl want slippers?"

Mother says, "No, they will not do."

Then the man says, "Does she want white shoes?"

Mother says, "No, they will not do." Then the man says, "Does she want red shoes?"

Mother says, "No, they will not do." "Does she want brown shoes?"

Mother says, "Let us see them."

So the man brings nice new brown shoes and tries them on Patsy's feet, but they are much too big. Then he brings another pair and tries them on Patsy's feet, but they are much too small. So he brings another pair and they are just right.

Patsy goes skippety-skip up and down the green carpet. Mother says the shoes are very nice.

Then the man wraps them up in crinkly white tissue paper and puts them in a box. Patsy carries the box herself. They walk out of the store and bang goes the door. Patsy is very happy.

That night when Daddy comes home Patsy shows him her new shoes. Daddy laughs and sings:

Oh how fine
See them shine
Two Shoes.
Pretty brown
Best in town
New Shoes!

National Council of Primary Education

FRANCES JENKINS, EDITOR

Puppets in the School Room

CORA STAFFORD, Fullerton School, Houston, Texas

MOTHER GOOSE, the Goose itself, and familiar Mother Goose characters, served to introduce my first graders to reading and language lessons in this new and interesting way.

Puppetry has proven itself so valuable and delightful a schoolroom help, especially in reading, language, and construction work, that it is well worth passing on. But suppose I, as Gouverneur Morris says, "Begin at the beginning, and tell to the end." We had seen puppet shows on the public playground and decided we wanted one in our first grade. My friend worked on the playground and she brought out several books on puppetry. Most of the instructions seemed too complicated for use by small children, and from "Tony Sarg's *Marionette Book*" I gleaned a general idea of how a stage should look and of how the puppets should operate.

The children chose "*Little Red Riding Hood*" for the first puppet show. We had already played it in the schoolroom, but we found that this impromptu sort of thing would not do for our puppets. We must have a regular play. This afforded reading and language lessons for many days. We dressed our dolls

and worked out our play with the dolls as actors and the teacher's desk as a stage. As we decided what each character should say, I wrote the speech. Finally, after much correcting and re-writing we had our play. Characters: Red Riding Hood, Wolf, Mother, Father, and Grandmother. Scene I, Red Riding Hood's Home; Scene II, The Forest; Scene III, The Grandmother's Home. By this time we were so familiar with the story that any child could take any part, not using exactly the same words, but carrying on the continuity of the play. Making the furniture for the different scenes was a joy. For Red Riding Hood's house we made two windows to fasten on the walls with thumb tacks, a cabinet, a picture for the wall, a rug and two chairs. For the Grandmother's house we made two windows, a bed, a table, a rug, and an arm-chair. The forest scene was made by sticking twigs into spools covered with green crepe paper.

Our play was ready, but what about a stage? Our first one was a box with an old picture frame nailed up in front of it. The top and sides were filled in with green burlap, and a curtain was strung on a wire across the opening. The box rested on the teacher's desk.

The actors stood behind, in full view, and operated the dolls by wires fastened to them (broom wire in this case). We decided not to try to use the intricate strings shown in this book, but to use just one wire for each doll.

Before our first public performance the manual training teacher came to our aid, and made us a screen of beaver board large enough to hide the children. An opening was cut near the middle, and our same picture-frame "proscenium" and stage were used. The stage is so constructed that it may be put out of the way when not in use, and brought out and quickly set up when needed for a reading or language lesson.

Our first show, given as a try-out before an audience of school children, would have gladdened any producer's heart as a first-night success. It was something new and different. The audience was enthusiastic. Red Riding Hood was adorable in her little red calico cape. The Father, dressed in a costume made from a brown sock, held his cardboard axe gallantly. The Mother, in white cap and fischu, was lovable. The Grandmother had to be "floppy" so she would lie down in her bed properly, so she was just a head dressed in a nightgown. The wolf was a celluloid dog, but none the less fierce for that. The small boy who manipulated him achieved such a wolfish voice that the young audience gasped in admiration!

One of the splendid things about puppetry is that the children, being hidden from the audience, feel no self-consciousness, and enter into the spirit of it in a way they cannot possibly do when they feel the eyes of their audience on them. The most timid child in the room is eager to take part.

And, too, it is surprising what prac-

tical suggestions will come from the tots themselves. We just couldn't manage the killing of the wolf in the last scene of Red Riding Hood until one six year old said: "Why not let the father chase him outside, and come back and say he killed him?" So that is what we did.

But to go on with the story. We gave our performance with such success that we were called upon to repeat it for various groups.

We worked up other familiar stories such as "The Three Bears," "Jack and the Bean Stalk," "The Three Billy Goats," etc. The same characters may be used in different plays, Red Riding Hood's father is Jack, and her mother is Jack's mother in "Jack and the Bean Stalk."

Our primary supervisor was so impressed with the value of this for language work that she sent groups of teachers to visit us, and had a miniature stage built to keep in her office as a model. Puppetry has spread in Houston until now many schools have stages that are taken from room to room and used by different groups.

We have found that the most practical stage is one made in three panels like a folding screen that may be taken apart for convenience in handling. These panels may be decorated. Some are made of beaver board, and some of canvas on a light wooden frame. The latter is most popular. A good size is 3 by 6 feet for the middle panel, and 1½ by 6 feet for the side panels. The hinges should be set near the edge so the screen may be opened at any desired angle. There is an opening about 24 by 18 inches in the middle panel, about 18 inches from the floor. The curtain hangs across the opening. These figures

are only suggestive, as hardly any two of our stages are alike.

Back of the opening is a hinged shelf which may be raised to hold the stage set. Our first sets were boxes with the top and front removed, but we have found it better to have collapsible ones of cardboard. The floor is of one piece of cardboard, and the back and sides are three pieces glued together with strips of cloth. With this "outside" any sort of scene may be set up. It is well to have two wings behind which the dolls may be put in and taken out. The hardest thing to teach children is to keep their dolls from flying through the air.

We began very simply two years ago, but now we have some rather ambitious sets. A fairyland scene constructed from wall paper is very effective. A flashlight and colored gelatin paper will give beautiful lighting effects. One stage has Christmas tree lights for footlights.

We make most of our dolls now, too. We found it quite expensive to buy so many—we have twenty-eight in our Mother Goose set. One piece of wire makes both arms, and one piece makes both legs, the length depending upon

the size of the doll. Our dolls average about four inches. We wrap the wires with strips of cloth; in the middle of this put a round ball of cotton for the head and tie the cloth below it. This leaves both ends free. Now put the arms across between the folds and tack to the bottom part of the head. Another bit of cotton between the folds makes the body. Sew down the sides, but before sewing the bottom put in the leg wire just as you did the arms. Sew the bottom, then bend the legs down into shape, and turn up part for feet. Bend the arms into position, also. Features may be drawn or worked with thread. Our fairies have real hair from an old switch. Our ferocious giant has hair of ravelled yarn.

The possibilities of puppetry in the schoolroom are unlimited. One teacher is using it in her geography work. Scenes from different countries with people of those countries make an interesting lesson. In language, reading, construction, drawing, there is no end to the ways in which puppetry may be used. The teacher who begins it will find it so fascinating that she will want to go on and on.

Report for National Primary Council of Work Being Done in Kalamazoo, Michigan

MARIE FOWLER, Supervisor

Seven years ago, due to the vision of Superintendent Drake and the general supervisors, all the first grades of Kalamazoo were placed under the supervision of E. Mae Raymond, then supervisor of kindergartens. This kindergarten-first grade unit became known as the Early Elementary Department.

Teachers of kindergartens were encouraged to take their children on into first grade. First grade teachers were likewise encouraged to teach kindergarten. Everything possible was done to give the first grade children the advantages of the activity program already in practice in the kindergartens.

Three years ago the second grades were added to the Early Elementary unit, so that now all the children ranging in age from $4\frac{1}{2}$ to 8 have the advantage of the unified course of study, and their steady development through self-initiated activities is assured.

During these seven years of the informal work with the little children of Kalamazoo two courses of study have evolved, the first one, published in 1922, covered the work of kindergarten and first grade; the second one, a revision of the first, published last November, includes the second grade work as well. Our objectives from the start have been health, practical efficiency, citizenship, and wise use of leisure. The development of happy, healthy, efficient little citizens in democratic situations providing freedom for choice and opportunity for building appreciations and attitudes on a high level has been our aim.

To promote these objectives the environment, the place of the teacher, the gripping wholesome activities of the children, and the psychological principles underlying the teaching and learning processes are constantly before us for our study and consideration.

The Early Elementary rooms, with plenty of space, shop facilities, and lavatories, are equipped to meet the children's needs and to stimulate their vigorous activity. Movable furniture, lockers, work benches, tools, dolls, books of all kinds, floor blocks, printing presses, and easels are found in second grades as well as in kindergartens and first grades.

The same activity periods, an hour or more in length, provide our children with opportunity for free, whole-hearted, creative self-expression. The activities

of this period, which result from children's genuine active and childlike interests, form the core of our curriculum. Subject matter, as it enriches the interest and carries forward the activity, is sought and gained. Thus numbers, reading, writing, and other so-called subject matter, are acquired in their natural relations, in situations where they contribute to real life activities rich with meaning for the child.

Our teachers do indeed need "the wisdom of Solomon, the patience of Job, the strength of Hercules," and the sympathy and understanding like unto that of the greatest Teacher of little children, in order to provide for and guide the experiences and activities of the four to eight year old that he may come out with the greatest amount of growth possible for him.

We keep careful progress records of each child's individual growth and development. We also make record summaries of the activities, interests, or enterprises of the children, recording how the interests came about, what promoted them and kept them going steadily forward, and what were the actual outcomes or achievements of the children.

These achievements are noted in terms of habits, skills, knowledges, attitudes, and appreciations which develop naturally from the activity or activities engaged in by the children. Together with these progress cards and record summaries, there is also recorded the amount of reading, stories, games, etc., that are taught which are not necessarily a phase of an activity. The educative outcomes of all this self-activity become the basis for further growth.

No special supervisors come into our

Early Elementary rooms. All the work is in the hands of the classroom teacher, under the supervision of the principal and the general supervisor. However, the special supervisors stand ready to cooperate, to give advice and help when needed. Thus, technique is sought and acquired when the need for it arises. As a result, a definite time schedule does not dictate the activity that shall be engaged in at a stated interval. The school program may be likened to that of any well-ordered home, allowing for a variation of activities and an easy re-arrangement in order to best meet children's individual and group needs.

Believing that a healthy body is of utmost importance, together with mental and emotional health, in making for happy, effective citizenship, the highest degree of cooperation between school, home, and health agencies is developed. The environment, the daily régime, the curriculum, all promote the health and happiness of our active children.

The four and a half year old children are tested as they enter kindergarten. On leaving kindergarten these children are classified into X Y Z groups according to the results obtained from the Detroit First Grade Classification Test, plus the teacher's judgment. Except for informal reading tests, no achievement tests are made before the 4-B grade. Last December all the children in Kalamazoo who had reached beginning fourth grade after three years of activity work in the Early Elementary Department and their third grade year in the Platoon, were tested with the Stanford Achievement Test. The graph showing results for the 4-B situation is all we could ask for. These 4-B's showed an actual average age of 9 years

5 months and an educational age of 9 years 9 months. In other words, our 4-B children are educationally four months in advance of their chronological age. In reading, they tested one month in advance of their educational age, or five months ahead of their chronological age. In arithmetic, they tested three months in advance of their educational age and seven months ahead of their chronological age. Their accomplishment in history and literature was right on a line with their educational age, while science was two months ahead of their actual age. In language usage these 4-B children measured four months beyond their educational age or eight months ahead of their actual age. Spelling tested even with the reading, one month in advance of the educational age.

All of this points to the fact that along with growth in health and in personal and social efficiency through an activity program, there has been very steady and satisfactory growth in measurable subject matter achievement.

The city graph, showing the result of the Stanford Achievement test in the advanced seventh grade, is enlightening also. As nearly as we can ascertain, the first children to have the advantage of an activity curriculum in first grade, are now in this 7-A grade.

With an actual age of 13 years 2 months, these 7-A pupils show an educational age of 13 years 5 months. Results show a reading accomplishment of 13 years 9 months, arithmetic accomplishment of 13 years 10 months, history and language accomplishment 13 years 9 months, science accomplishment 13 years 7 months, and language usage, again at the top, 13 years 10 months.

The graphs for 4-B and 7-A and all

the grades in between are "very pretty," as our research people say.

More important, perhaps, is the fact that if we could measure scientifically those desirable changes in behavior that go to make up cooperation, initiative, purposefulness, and other elements of citizenship, our children would undoubtedly show more than average accomplishment. Their self-control, self-reliance and initiative—their wide-awake and eager interest—their continued citizenship growth and development of power as they pass from Early

Elementary into Later Elementary Platoon organization, are all gratifying.

We feel that we are proving, along with many other progressive school systems, that children who have adequate opportunity for creative achievement and self-expression in democratic school situations, where, activity is the core of the curriculum, do gain and develop both in terms of behavior and subject matter, and that the freer more informal type of work may be carried on successfully in a public school system.

*Who has known heights and depths, shall not again
Know peace—not as the calm heart knows
Low ivied walls; a garden close;
The old enchantment of a rose.
And though he tread the humble ways of men,
He shall not speak the common tongue again.*

*Who has known heights, shall bear forevermore
An incommunicable thing
That hurts his heart, as if a wing
Beat at the portal, challenging;
And yet—lured by the gleam his vision wore—
Who once has trodden stars seeks peace no more.*

MARY BRENT WHITESIDE

The Wheelock School

LUCY WHEELOCK

Boston, Massachusetts

THE Wheelock School was established in 1889 as a department of the Chauncy Hall School at Copley Square in Boston. The Chauncy Hall School had at that time an elementary department beginning with the kindergarten. In 1896 the training school removed to 284 Dartmouth Street as an independent school under the direction of Miss Wheelock. Another change was made in 1904 to Newbury Street where the school was housed until it outgrew its quarters and a new four-story building was erected in 1914 on the Riverway.

A few years ago an additional building was secured to house the Child Garden, and this summer a small hall is in process of erection to accommodate the increasing numbers.

The first training class numbered six, the second year there were twenty-two students, the third year thirty-two, and so on. The course is now three years in length, and the first three-year class is to graduate in 1927. The student body now number well over three hundred. Each year there are many more applicants than can be received, and the standards of admission have



THE WHEELOCK SCHOOL
100 RIVER WAY, BOSTON



BAS RELIEF OVER THE MAIN DOORWAY

been raised until now only students of college rank in their preparatory work are admitted.

An arrangement has been made with Boston University by which a part of the third year subjects are taken in the School of Education at the University, and students graduating from the three year course are admitted to a fourth year at Boston University with full credit as candidates for the degree of B.S. in Education.

The school emphasizes the practice work and has under its management about fifteen different settlements and mission schools for observation and practice. Third year students are in charge of the classes and are given experience which qualifies them for directors' positions on graduation. Much volunteer work is also done in libraries, hospitals, and settlements. This year the senior class voted to entertain on Christmas day the children housed in the temporary home of the Massachusetts Society

for the Prevention of Cruelty to Children, and it has been planned that each Christmas day shall be Wheelock Day in that institution.

Wheelock Guild was formed some years ago to give the students opportunity for actual practice of the knowledge gained in a course in Parliamentary Law given by Miss Annie Laws of Cincinnati. It has become the medium for the expression of the various activities of the school and is sub-divided into the Literary, Religious, Musical, and Dramatic Guilds. Reports of their meetings, concerts, and plays are given in "The Wheel," the year book which is published annually by the Senior Class. In addition to the activities sponsored by the different guilds there are certain traditional festivities which are observed: the carol singing just at dawn on the last morning before the Christmas holidays; the celebration of Miss Wheelock's birthday; the May festival; the candle lighting on the last Sunday of the

school year when the Seniors with their lighted candles pass on their light to the Juniors as a symbol of the inspiration and influence that is handed down from class to class.

The graduates of the school are scattered all over the world in China, Japan, India, France, England, and in almost every state of the Union. The Alumnae Association is very intimately connected with the affairs of the school and its members are influential educational forces wherever they are located as teachers and homemakers.

The Wheelock School has been very fortunate in the members of its faculty. Its situation in Boston enables it to secure such professional experts as Dr. J. Mace Andress as head of the psychology department, Dr. Robert M. Gay as head of the literature department, Professor Augustus Zanzig in charge of the music appreciation, Dr. Evangeline W. Young for hygiene and social welfare, Mrs. John Cronan in charge of the story-telling, and many other special lecturers in addition to the staff of regular teachers.

The third year is now established as a regular part of the training and applicants are accepted only for the full three year course. In addition to the regular kindergarten and primary sub-

jects scheduled for the first two years, the third year now offers a course in nursery schools under the direction of Miss Abigail Eliot, children's literature with Miss Bertha Mahoney of the Book Shop for Boys and Girls, a course in parent-teacher work in order to prepare students to take responsibility in this field after graduation. A course in sociology, conducted by Miss Esther Barrows of the South End House, also aids in this direction and includes a study of various social agencies in our own city and reports on conditions and influences for betterment in the cities and towns represented by the students. Miss Wheelock will conduct a seminar for the study of the development of the Kindergarten Ideal from the time of Froebel to the present, and there will also be the elective courses at Boston University.

The Wheelock School follows the best ideals of progressive education of today. It believes in the New Education as the outgrowth of the principles and ideals which created the kindergarten. It desires to change its methods and technique in the light of all new discoveries of the needs of child life and to preserve what is universal and fundamental in the teachings of the past. It believes the best is yet to be.

JUST FIFTY YEARS AGO—THE CENTENNIAL

Most valuable, perhaps, of all the educational exhibits at the exposition was the kindergarten, demonstrated as a phase of women's work in an annex to their pavilion. Kindergartens, which were then unknown except in three or four Eastern cities, were thus brought by women to the notice of the country.

—*The New York Times Magazine.*

From the Foreign Field

The Kindergarten in Russia. Part II

VERA FEDIAEVSKY

Pre-school education has become the business of the state. All children of pre-school age will have, in time, to pass through it. All the work is based on the link between pre-school institutions and the surrounding working and political-social life. Educational work waits upon the requirements of the working population, and it is this which determines the establishment of principles of education.

FUNCTION OF ENTERPRIZES

Kindergartens are closely knit with the enterprizes to which they are attached. Work in common with the organizations of the enterprizes and with the children's families does not form an addition to pedagogical work but is its basis.

The following representatives take part in the council of the kindergarten: The representative of the workers' committee, which is the managing director of the enterprize; the representative of the communistic party; that of the women's organization; etc. A new system of education is being worked out by degrees.

AIMS AND METHODS

Collectivism, activism, materialism, and organization are recognized as the basis of education. The rearing of fighters for communism and of creators of a new existence is its aim.

Methods of attainment: (1) work in the measure of one's strength, (2) a share in the building up of the life of the establishment to which one belongs, (3) initiation of the child to modern life.

Though the teachers should study the child their principal task is to guide it to a definite goal. This concentration of aim is

characteristic of the general disposition of the work. How is this education in the spirit of collectivism, activism, materialism, and organization in pre-school institutions to be understood and how are these principles realized?

Collectivism is taken to mean the acquisition by children of collectivistic habits, i.e., habits of organization, division of labor, solidarity, readiness to help, readiness to limit one's wishes and requirements, self-sacrifice for the sake of the collective organization's requirements.

The children have their toys and materials in common. If children gather berries in summer or pick mushrooms, these are used for common food. *If parents give a child an apple or a piece of pie, it is divided afterwards by the teacher among all the children.* The matter is rendered easier by the fact of children getting lunch and dinner for all from the kindergarten. The children are taught self-help, for instance, even the smallest fasten their little aprons for each other.

Collective work, which gives rise to division of labor for the attainment of a common end, is encouraged. The name of "project method" is as yet but little used in Russia, but in practice children often carry out that which in America would be termed a project. For instance: after an excursion to a cooperative, a pre-school cooperative of such dimensions as the children themselves may make use of is arranged by them. They knock walls of planks together, arrange a counter, display wares for sale, write posters, etc.

Activity is natural to normal children. Under the word activism some in Russia understand the stimulation of this activity

while others consider it as meaning the guidance of activity towards a definite aim.

Materialism is understood to mean a realistic mode of thought. Pains are taken to give children the habit of research which should explain to them the causality of phenomena. The following may serve as an example: in tending a kitchen-garden the child will understand how the growth of plants depends on their being watered.

Pains are also taken that the child should not only observe nature but should also put into practice that which has thus been acquired. This is instanced in the case of the above mentioned work in orchard or kitchen-garden. It is emphasized that man by means of work becomes the conqueror of nature. In conjunction with the instilling of a realistic mode of thought superstition is combated.

For example, in one village the children believed that there were devils in the water, in which bubbles were to be seen. The teacher did not endeavour to combat the idea by denying it. She arranged an aquarium with the children. After due observation of the aquarium the children came of themselves to the conclusion: "There are bubbles here, but no devils." It was not reasoning, but the observation of nature which freed them of prejudice.

Fairy tales are banned as they are considered noxious by their fantastic contents.

As regards organization it is based on the building up of the life of one's establishment.

The basis of the life of a pre-school institution is collective work. The child begins by waiting on itself; it learns how to fasten its buttons, how to take off and put on its shoes, clean its teeth, and wash its hands, etc. Socially necessary work embracing the needs of the whole of the children's establishment is added to this waiting upon one's self.

Children are upon duty: they lay the cloths, wash up the dishes, sweep the room, dust it, help in the kitchen by turns. These duties naturally vary, according to the age of the children. The youngest, three to

four year olds, usually only lay the cloth. Those of the middle group, five to six year olds, wash up the tea things. The eldest children, seven years of age, wash the dinner things likewise. This household work is not considered in the light of an aim but merely in that of a means of education. The children arrange the rooms of the kindergarten, drive in nails where such are needed, sweep the floor, pare potatoes, and so forth. In a word, they work for the public weal.

In summer, work in the garden and kitchen-garden is carried on. A feeling of responsibility for his work is developed in the child.

The children assemble and discuss their needs and the means of satisfying them. Children's assemblies begin to exist and the foundations of self government are thus laid. In sensible kindergartens the pith of children's assemblies consists in knowing how to discuss one's interests in common and how to come to definite decisions. But some teachers insist on the election of a chairman and secretary and altogether turn children's assemblies into a copy of grown-up folks' meetings.

When children have begun to understand the necessity of the division of labor, they organize working groups or commissions. These commissions differ from service on duty, first, in that children are told off upon duty, whereas they are elected for the commissions by the assemblies out of the number of those who wish to occupy themselves with a given work: second, children are on duty for one day at a time, whereas commissions may last for a fortnight; in some kindergartens the children work in commissions from one to two months at a time; and third, children may be chosen for commissions from different groups and may be of different ages. Commissions may be either sanitary or economical, on a nook of live nature, on preparations for festivals, etc.

The sanitary commission looks over the children of each group, in order to assure

itself of the state of cleanliness of their ears, necks, hands, and nails. The commission on a nook of live nature looks after pets and plants.

At fixed terms each commission reports to the children's assembly.

INITIATION TO MODERN LIFE

The initiation of children to modern life is accomplished in three ways: by acquainting children with the work of grown-up people, by their taking part in revolutionary festivals, and their connection with pioneers' organizations.

When children are taken to colonies in summer, agricultural labor is made known to them. In winter they are shown work in town. In the kindergarten they see the work of the porter and cook. Their attention is drawn to the work done by policemen, to that of the train conductor, etc. But especial care is taken to acquaint them with the work of the enterprize to which the kindergarten is attached. Even to the smallest children it is pointed out how their fathers and mothers leave the works at the sound of the whistle. Excursions to mills and works are made with the elder children. This was at first carried out very unskillfully. The children would be taken over all the different sections of the works, which fatigued and excited them extremely. Children were taken over a factory whatever its specialty. But experience showed that there are works to which children should not be taken, in any case. Such are, for instance, metallurgic works, which have a depressing effect on children and produce a terrifying impression on them. Only children of the eldest group are now taken to cotton mills and works, namely, seven year olds, called second grade in America. One section only is examined at a time.

For example, I was present when children were going over a section of a bonbon factory, where crackers are made. The children looked on with interest in perfect order. The workers were touchingly careful of them: "These are our children, they are the

children of our kindergarten," repeated they joyfully.

And I understood that a sensibly conducted excursion to works teaches children to respect their parents' toil, and for the parents, on the other hand, it is the propaganda of pre-school education.

The children's participation in revolutionary festivals acquaints them with modern life and imbues them with political ideas.

The following days are kept as festivals: the revolution of October, the ninth of January, the day of Lenin, the international day of the working woman, the overthrow of autocracy, the Paris commune, and the first of May. The children's minds are prepared for each festival by preliminary talks with them. On the day of the festival, the elder children, six and seven years old usually take part in a performance which consists in declaiming verses, singing, and dramatizations in the club of the enterprize to which their kindergarten is attached.

On revolutionary holidays the children are driven about the town in automobiles ornamented with red flags. Portraits of the leaders of the revolution are hung on the walls. In each kindergarten and sometimes, in each group, there is a "Lenin nook", i.e., a spot consecrated to Lenin's memory, where there are portraits of him, of his parents, wife, and brother, and a view of the mausoleum, which contains his body. There are also several posters.

Each kindergarten is connected with a detachment of pioneers or red scouts. Pioneers usually come one at a time to one of the groups in a kindergarten once a week. They help the children in such tasks for instance as repairing their toys, they initiate them to their own games and customs, and have talks with them. On the walls of the kindergartens you will often find a poster, bearing the inscription, "The pioneer is a model for the pre-school child." It is considered that kindergartens must be connected with each other and there must also be a link with schools and crèches, but

at present, this exists in the shape of a project but is not yet realized.

All the work in kindergartens is carried out in accordance with a plan, previously worked out, and careful records of its accomplishment are kept. The work as a whole is based on a connection with school work which is carried out in accordance with the programs of the Educational Council of the State.

Attention is specially given to such subjects as work, nature, and society. It is recommended to treat these questions as a complex, i.e., the child should conceive their phenomena as a whole. He should learn not only to know the subject or phenomenon but should also work it out so that a reflection of it should be found in his modeling, drawing, play, and songs.

Acquaintance, whatsoever it be with, should also be connected with excursions, stories, and especially with work. The curriculum should be flexible and vary in conjunction with local conditions such as the distinctive features of a given kindergarten, the form of work in the enterprise in which the children's parents are at work, nature in that area, and seasons of the year.

HEALTH PROTECTION

Much is done with a view to the children's health. The years of war and of failure of crops have left traces behind them; a large percentage of the children are weak and prone to sickness.

Each kindergarten is attended by a doctor. From time to time the children are examined by a dentist.

In summer the children (who are day-scholars in winter), are taken out of town, where they can enjoy air, sun, bathing, and games.

As regards the hygienical conditions of the kindergarten themselves, they are as a whole not far from normal conditions. In large centres, such as Moscow and Leningrad, they already exist under normal conditions.

Kindergartens often occupy entire de-

tached houses which belonged formerly to the owners of factories or other rich people and have been confiscated by the Government. Each group has two rooms to itself, frequently even three: a bed room, dining room, and play room.

In kindergartens children get their meals twice a day, and sometimes as often as thrice a day. Usually they have tea with bread and butter in the morning and a dinner of two courses. The children must wash their hands before every meal and usually rinse their teeth after meals. Each has his own tooth brush and a separate towel. The children unfailingly take walks every day with their teacher in all kinds of weather, either in the garden or in the street. After dinner the children are put to bed on camp bedsteads.

The above enumerated and other *cultured habits are often transferred to the family by the child from the kindergarten*. At home he begs his parents to give him a separate bed, a towel for his own use, and he also begs them to wash their hands as well as his, before taking meals. The kindergarten thus becomes a small centre of culture for the surrounding population.

SUMMARY

Praise or criticism of the new Russian kindergartens is not the purpose of my article. I consider there is much to praise and much to criticize in them, but my aim is more modest, i.e., to give a true picture of our Russian kindergartens and principally of those attached to works in towns.

In summing up, I cannot but note the great progress of pre-school work in Russia during the revolution. The principal objects that have been attained are: (1) Pre-school work has been inaugurated on a State footing. (2) Kindergartens serve the needs of factory workers, i.e., of that part of the population which stands in the greatest need of this. (3) The work has passed from the chaotic state in which it was at the beginning of the revolution to a stage of orderly disposed work. (4) There

exist not only kindergartens attached to works in towns, but the work has begun in the country where kindergartens and play grounds are being founded.

This work has been started on a larger scale only since last summer and from the

very first year, 1500, summer play grounds have been successfully arranged not only in Russian villages but in those of other nationalities of the Union. Some of them were afterwards turned into permanent kindergartens.

A Victrola Project

CLARA S. BROWN

Tempe State Teachers College, Tempe, Arizona



The carton victrola has proved successful as an aid in handwork and an incentive to better effort in singing and speaking.

I—History: The school victrola was not often available for kindergarten use. Some child asked: "Why can't we have a victrola of our own?" The answer was, "We can, and we can make it ourselves."

II—Materials:
 2 cartons, thick corrugated.
 Supply brass fasteners.
 Paper—green, silver.
 Leather for hinges.
 Red cheese cloth, lining back of open scrollwork.
 Brown paint.
 Chair, minus back, cut narrow.
 Heavy cardboard for "records."

III—Values:
 Group interest.
 Cooperation in schools.
 Discussion of materials and tools required.
 Cooperation of parents—bringing needed parts from home.
 Handwork: cutting, measuring, painting.

IV—Standards: To make a "record," a child must do *very well* one of the following.

- 1—Tell a story well without stopping.
- 2—Recite a Mother Goose rhyme so it could be heard distinctly.
- 3—Sing a melody, with words plainly heard.

The child singing or reciting the "record" sits on a chair inside the victrola (back of victrola is open). The songs are accompanied by piano. The kindergarten band made one "record" (back of screens) accompanied by piano and xylophone. The stories and songs are on full-sized "records." The gems and rhymes are on small "records." Our victrola has appeared at our Christmas exercises; at a school assembly; its third appearance was in the home of a "shut-in," living several blocks from our school.

International Kindergarten Union

Headquarters

1201 Sixteenth Street, Washington, D. C.

Officers

President, ALICE TEMPLE, Chicago, Ill.

First Vice-President, GRACE L. BROWN, Cleveland, Ohio.

Second Vice-President, MARION B. BARBOUR, Chico, Cal.

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Cor. Secretary and Treasurer, BERTHA M. BARWIS, Trenton, N. J.

CHILDHOOD EDUCATION presents to its new subscribers the President of the International Kindergarten Union, Alice Temple. The association rejoices that Miss Temple is to serve a second year as its leader. Besides directing the policies of the I. K. U. with clear vision and protecting its interests with a firm hand, Miss Temple's influence is felt in the University of Chicago where she is Associate Professor and Chairman of the Department of Kindergarten-Primary Education of the School of Education.

To Chicago Miss Temple has given her best years of service. She has served in the capacity of: critic teacher in three different kindergartens of the Chicago Free Kindergarten Association; Instructor, the Normal Department, Chicago Free Kinder-

garten Association; Principal Normal Department, Chicago Free Kindergarten Association.

Miss Temple is widely known and appreciated through her books and pamphlets—*Survey of the Kindergartens of Richmond, Indiana*. Supplementary Educational Monographs, Vol. I, No. 6. Department of Education, University of Chicago. Co-author with S. C. Parker, *Unified Kindergarten and First Grade Teaching*. Ginn and Company.

Her professional spirit is evidenced by her connections with such organizations as the National Education Association, American Association of University Professors, Pi Lambda Theta Fraternity, and the INTERNATIONAL KINDERGARTEN UNION.

Annual Reports of Standing Committees

Reports of the various standing committees of the I. K. U. for the past year are gratifying since they indicate that serious studies are being made and constructive work done which will make practical contributions toward the solutions of many problems. The Committee on Teacher Training, with Miss Winifred Bain as chairman, has undertaken this last year the preparation of a Practice Teaching Handbook which they hope will be a suggestive guide for practice teachers in kindergarten and primary grades. It will contain exercises in observation,

participation, and lesson planning. It will be so flexible in organization that it can be used in any teacher training situation. The committee hopes to have it ready for distribution in September.

The Sub-Committee on Literature earned for the I. K. U. this year \$120.50 through the sale of its specially designed Christmas card. The committee also is attempting to evaluate in a classroom situation the list of new books containing children's stories and poems presented by the committee last year. They are asking many teachers to record

the reactions of their children to the material upon a sheet prepared by the committee. Their third project has been the preparation of a list of books published during 1925 which the committee considered valuable for children from four to eight years of age. The fourth project is the conducting of a story contest for the journal *CHILDHOOD EDUCATION*.

The work of the Committee on Supplies and Equipment was in part evidenced by their exhibit at the convention. Through the cooperation of several firms they brought together the newer things in materials and equipment. They also exhibited kindergarten and primary requisition sheets. The committee has enlisted the cooperation of various firms in the manufacture of articles and materials to meet our specific needs, and is beginning the organization of standard equipment and supply lists for kindergarten-primary grades with amounts needed and sources from which they may be obtained. The committee recommends that this material be embodied in a pamphlet to be published by the I. K. U.

The Committee on Games gave a summary of the work which it has been carrying forward for several years to determine what types of play activities are being encouraged in kindergartens over the country and also the type of training in plays and games which students are receiving in their various training centers, with lists of games taught and books used. To carry the study further, a questionnaire was sent this year to super-

visors of twenty-five cities asking the time allotment of the play period, definite standards for evaluating games, and a list of the five games most frequently played. The summary of these questionnaires will be published in the annual report. The committee made the following statement of essentials for the best development of play activity.

1. Students in training should be given the following experiences:

(a) They must be taught games. The committee recommended the newer type of physical education which is based on natural play activities, rhythms, and rhythmic patterns.

(b) They must be given standards by which to judge the value of the game, to measure the results of games played in terms of child development.

(c) They must be given observation of the building of simple plots by the children and experience in dramatic play with the building of simple play-plots themselves.

2. Both art and science should be made to contribute to the play life of this period. The festival should give an acceptable art form to the play activities of children.

An extensive report of the work of the Committee on Child Study was given by Madeline Darrough Horn, chairman. For the last three years this committee has been making an intensive study of "The Vocabulary of Children Under Six Years of Age." A statement of the purpose and the outcomes of this interesting and valuable study is appearing in a series of articles in *CHILDHOOD EDUCATION* this year.

The Manual PRACTICE TEACHING *Proves Popular*

All teacher-training institutions, and kindergarten and primary teachers will wish to acquaint themselves with *Practice Teaching, A Suggestive Guide for Student Teachers* prepared by a Sub-Committee of the Committee on Teacher Training, Winifred Bain, chairman.

Practice Teaching is the newest publication of the I. K. U. Because of the fact that it serves a need long felt, it already enjoys a deserved popularity.

Price per copy \$1.00. In lots of 25 or more 75c

Distributed by THE INTERNATIONAL KINDERGARTEN UNION

The Reading Table

Correlation in the Work-Study-Play School¹

Correlation in the Work Study-Play School by Ellen F. Sullivan is a decided contribution to both method and practice of teaching in the platoon type of school organization. No platoon principal and auditorium director can afford to do without this book. Every platoon teacher, both home room or special, will find valuable suggestive material throughout the twenty-five chapters that will enable her to enrich teaching, definitize development processes, and furnish finer educational experiences to pupils. Every principal and teacher in every other type of elementary or Junior High School organization can be greatly aided in their work particularly along the line of the extra-curricular activities.

The thesis of the author centers around the inter-relation of all the home room and special activities with the auditorium as the correlating, unifying, and socializing factor of the school.

In this inter-relation no subject of the curriculum or department of the school is omitted. The home room teacher, in her development of the so-called fundamental subjects, is enabled, by device, project, and socialized activity, to put interest, pleasure, and life situations into her procedure in order to stimulate appreciation on the part of the audience.

The special teachers, by suggestive materials and outlines, by tried out programs and suggested projects are materially helped in their efforts to secure a product in terms of achievement and ability, to obtain an attitude in terms of interest and pleasure,

and to develop an appreciation fundamental in all educational procedure.

In short the auditorium, according to Miss Sullivan, is the clearing house for all departments and activities of the school.

The fine program, with its wealth of material and suggestion, for instruction in social behavior and citizenship is one of the high spots of the book. The opportunities for instruction in health education through auditorium activities by means of demonstrations, visualization aids, and project propaganda have great suggestive value for all teachers.

The fine presentation of what the platoon schools of Akron are doing in developing a consciousness and pride on the part of the pupils, in what the community is achieving in the fields of industry and in recreational and cultural opportunities, is indicative of what other platoon systems can do in enriching their correlating activities.

The chapters presenting civic opportunities and activities, thrift encouragement and practice, and knowledge of and practice in municipal, state, and national government are valuable for suggestive practice in other schools.

One of the greatest values of the book is its treatment of the project method in relation to its contribution to auditorium values. In this discussion and in the long list of suggested projects the author does not go far afield for problems and difficulties to be unfolded, but draws her material from the natural environment of the pupils, the social problems of the people of Akron, the life situations of the community.

This procedure is very much needed everywhere on account of so much artificial practice and because of the quite general

¹ By Ellen F. Sullivan. Akron, Ohio. The Superior Printing Co. 1926.

misunderstanding of project method and treatment.

In brief this work by Miss Sullivan is a source book valuable for suggestive material, methods of procedure and practice,

and underlying principles. This book should be available to every teacher and principal working in a platoon organization.

—W. F. KENNEDY, *Director Platoon Schools, Pittsburgh, Pa.*

Among the Magazines

It is always interesting to educators to find general magazines featuring educational articles and giving space to the problems that are regarded by them as technical. Harpers for July carries an article by Dr. John B. Watson on *Memory and Association* which deals with "Memory as the Behaviorist sees it."

One need not be a behaviorist to find this article stimulating and suggestive, nor yet committed to its fundamental doctrine, which he gives as "the belief that the brain is stimulated always and only from the outside by a sense organ process."

Particularly noteworthy is the point he makes that we continually confuse verbal memory (our ability to talk about a thing) with the real ability to do it. He tells of a child of a year-and-a-half from whom it is impossible to secure, by questioning, information as to whether he remembers how to ride a kiddy car after six week's separation from it, but who shows by performance that he does know how, though less well than before. This is contrasted with the same condition in a boy of eight with a bicycle. Though the older boy feels and says that he can ride as well as ever, tests and records show that there has been an appreciable loss in both speed and accuracy. His verbal report is thus no index of his actual memory as to the activity.

To quote from his deductions: "At any age past the three-year-old stage we put on verbal habits almost universally when and as we put on our manual habits. But we put on very few verbal habits before the three-year-old period. This is the reason we never 'remember' anything earlier than

the third year of our life. We can not verbalize our early habits—verbal conditioning has not proceeded far enough. For this reason we should look with some reserve upon the claims of psychoanalysts who assert that by analysis they can revive infant memories of events taking place too early for verbalization to have occurred. The only way we can test whether an infant, too young to verbalize, has any memory is to put him back in the old situation and see if he performs the old trick."

He makes some rather surprising comments on the breaking down of memory, which has usually been considered an unfortunate event. "The muscular systems of our bodies are limited; unless we can keep them exercised in our specialities they must break down and the individual muscles be gathered into new systems. Of course, this process of disintegration of muscular systems is a godsend too. It saves us from carrying around for long a host of useless verbal and motor organizations. If we had to remain organized to do everything we ever learned from infancy to adulthood, each one's life would be a burden both to himself and to his friends. But at four years of age we put away many of our three-year-old habits; at eight, many of the habits we put on at seven. Unfortunately, we all carry along to many of these infantile and childish organizations until the adult stage is reached. This is especially true of our infantile emotional organization. The mass of organization we are allowed to carry over from our home life is one of the most tragic things in our makeup. This is the behaviorist's view of memory. But those who

were trained under the old system where memory was made a kind of god from the machine may find this view very incomplete."

He gives also an explanation of the Freudian unconscious, showing how habits learned early, before the ability to verbalize has been acquired, may account for many of the phenomena attributed to it. "It may be safely asserted that we can condition habits of fear, rage, and love in young children just as we set up in them habits of block-building and sewing. Now these emotional habits are formed very early indeed, often long before the three-year-old period is reached. Such habits are never verbalized. By the time we are three we are shot through and permeated with fears, attachments, sensitiveness, shyness, overboldness, display, and thousands of other such organizations—but not one bit of verbal organization goes along with it. There is no way to tap it in any individual apart from putting him in the actual situation where the reactions were learned. Hence we can not talk about these things. All of this gives a reasonable common-sense explanation of what the Freudians have called the unconscious."

The "To be or not to be" of Hamlet is paraphrased each year by thousands of our public school teachers as to summer school. To go or not to go, that is the question. And having returned to the classroom in the Fall, each one is again beset by questions in her own mind. If she did not go, was it a great mistake? If she did, was it worth while? Has she gained anything of real value? A timely discussion of this question is given by Raymond Walters in the July Scribners, under the title *On the Summer School Campus*, with "Are Summer Schools Time-Wasters?" as his theme.

He begins with a study of the historical development of summer schools, giving the remarkable increase in numbers in attendance over a ten year period in thirty-five typical universities. There is an in-

crease ranging from 34 per cent at Cornell to 648 per cent at Boston. There are well over 300,000 students each summer, "a number large even for a country familiar with large figures in steel tonnage, wheat acreage, automobile manufacture, and motion-picture production."

Motives are, of course, always mixed, and there are undoubtedly some unworthy ones in this huge group, but we will all recognize that "The university summer school supports the theory that education is not an affair of childhood and of youth alone, but of adult life as well," and that "If it is more than a platitude that democracy is dependent upon public education, the university summer school is important because it peculiarly serves the public school teacher."

He gives some illustrations of the details of a student's days, showing how a teacher (and most of these students are teachers) "gains, as the weeks go by, a zeal for technic as a means to an end, and a scorn for intellectual looseness and bluff. She is becoming a professional."

His final conclusion is that following the wisdom of President Eliot (a pioneer in promoting the summer school) in his belief that "Education really should be the work of the whole life," we must recognize—"No humdrum nor conventional enterprise this—the university summer school—but rather, for the individual and for the democracy, a chance for high endeavor."

The Century for July contains an article by Rollo G. Reynolds called, *Father Tries to Catch Up* in which he "asks what the school is doing to his children." Teachers will do well to read this sympathetic questioning of the daily activities of their children by a patron. His summing up is worthy attention—"And so, if I may, I shall close my endless curiosity with a definite statement. I believe those who teach my children should, through every legitimate channel and agency possible, set forth, explain, justify the various parts of

this operation, vital in interest to me, the education of my children. I believe that perhaps the most important responsibility each of you has is to create interest in me and secure my support for the sort of education my children ought to have.

Please convince me of the soundness of your philosophy, the accuracy of your science, the efficacy of your method, the justification of your administration, and over and over again assure me of the humanness and understanding of those to whom I have intrusted three of the things which in life I hold most dear."

One wonders as one reads just how it comes that with so many books and so much space in periodicals devoted to answering just the questions he asks why he still feels so uninformed. Perhaps it is, as he suggests, that his interest is but recently awakened. Those who have been devoting much time and effort to "trying to sell the schools to the public" will realize here is a

"good prospect," one we may hope is typical of many.

Educational publicists will be grateful for Mr. Reynold's clear statement, though in question form, of just those things in which they feel the schools are making progress.

"My three children are but a tiny drop in this great organization, a public school system. It is a tremendous enterprise. I am interested in the organization and administration that guides its operation. Thousands of children, hundreds of teachers, scores of administrators and supervisors, billions in buildings and equipment—even millions in annual maintenance. It took faith to build it. It must take brains and skill to run it. . . . A thought I have—that in spite of and over and beyond philosophy, science, method, organization there is in this process of developing my children a something, intangible if you will, but human, sympathetic, kindly, of the spirit and of the heart, that is enormously important."

ELLA RUTH BOYCE.

President of World Federation Makes European Visit

Dr. A. Thomas, president of the World Federation of Education Associations sailed August twenty-fifth to spend a month in Europe in preparation for the next meeting of the association in Toronto. Dr. Thomas will confer with government and educational officials in leading European countries. All continents will be represented at the Toronto meeting. The I. K. U. is particularly interested in this notable meeting, because of its recent affiliation with the World Federation.

Dr. Thomas was reappointed State Commissioner of Education of Maine. His state is proud of the international service he is rendering, and the Governor was glad to grant him leave of absence for this European visit.

A Hallowe'en Story

JESSE JAMES

Washington, D. C.

Hobblum, Squabblum, and Gobblum were three old witches. Each had her cat, each had her broomstick, and they all lived down under the ground. King Satan was ruler of this kingdom under the ground, and he was so black, so fierce, and so evil that he would not let anyone live in his kingdom that had ever done one single kind deed.

Hobblum, Squabblum, and Gobblum were the worst of the worst, with hearts as withered as their terrible faces. They had done so much mischief underground that they longed for a chance to escape, for a new world to turn topsy-turvy.

So one thirty-first of October, a dark, dark night, when no one was watching each hitched thirteen black bats to her broomstick. They flew up and up till at last they reached our world.

How their eyes snapped, how their false teeth chattered as they laughed in fiendish glee! Everything was so straight and orderly looking—there would be so many things to turn upside down. What a wild night they had of it! They broke windows and fences, turned over barns and houses, and then—they saw seven children way down the street. Down the street after them Hobblum, Squabblum, and Gobblum dashed, their brooms sweeping along behind them as they ran.

Suddenly Hobblum stopped; the other two turned to see what had happened. "Scrunch," cried Squabblum, "Scrunch, Scrunch!" which is witch language for, "Look, what a terrible thing has happened! See, we have swept the street, and King Satan will say it is a kind deed!" Then all the witches wept hard cider tears, and screeched and wailed, "Satan won't let us come home."

But they tried to get home—they mounted their broomsticks and rode home with a great flapping of bats' wings. Satan heard them coming and stood at the gate. "Hold, hold," he cried, "you shall not enter!" But the unruly witches flew past in safety.

Then Satan held a meeting of all his bad kingdom and it was decided that because the witches had done this one good deed they should henceforth be exiled from Badland for one day each year. And that is the day when the witches roam around our world. We call it Hallowe'en.

